

New Jersey Department of Education

*New Jersey Character
Education Partnership (NJCEP)
Initiative*

**Character Education
Program Resources**

Profile Directory



**James E. McGreevey
Governor**

**William L. Librera
Commissioner**

May 30, 2003

New Jersey
Character Education Partnership (NJCEP) Initiative
Program Resources Profile Directory

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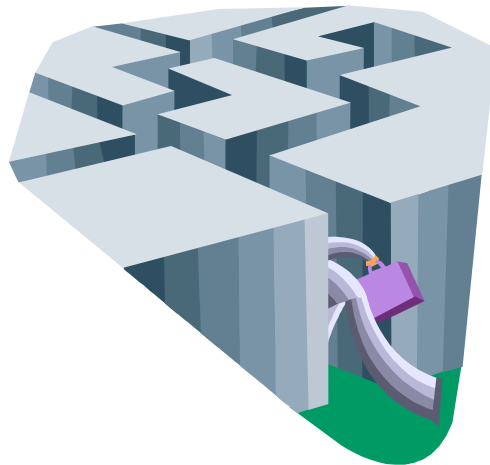
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CHARACTER EDUCATION PROGRAM RESOURCES PROFILE DIRECTORY

Introduction

The New Jersey Character Education Partnership (NJCEP) Initiative was announced in January 2000. The purpose of this initiative is to assist public school educators to adopt validated character education programs that will meet the developmental needs of students throughout New Jersey by promoting pro-social student behaviors and creating a caring, disciplined school climate conducive to learning. A dedicated state aid line item in the Governor's FY 2003 budget provided \$4.75 million to public school districts, approved charter schools and state facilities to be devoted to character education program development and implementation during the 2002-03 school year. The Department of Education administers the initiative and supports implementation of character education programs through professional development and information networking.

The purpose of the *Character Education Program Resources Profile Directory* is to provide guidance to school districts in their choice of selecting, implementing and evaluating character education programs, activities and services.

The *Profile Directory* is divided into a number of sections. The two main sections include the listing of Programs and Resources. Programs listed offer Pre-K to 12 curricula, teacher guides, staff development and training, and other related materials. Resources listed offer print, audio visual, and software products and character education related performances and demonstrations.

In deciding which program(s) or resource(s) will best meet the needs of a school in your district, carefully consider the importance of staff development, accessibility of the resource provider and how the program/resource aligns to your curriculum and the New Jersey Core Curriculum Content Standards. Please keep in mind that profile descriptions were provided by each program and/or resource organization and have not been verified.

Additional sections include the listing of web-sites, character education presenters, evaluators, and the *Eleven Principles of Character Education*.

Please take the time to become fully acquainted with the materials and program resources before making a final decision regarding character education plans for next school year. The *Program Review Checklist* included in this *Profile Directory* outlines key points to keep in mind when assessing the quality, applicability and comprehensiveness of character education programs and products. If you have questions about the New Jersey Character Education Partnership (NJCEP) Initiative, or *Profile Directory*, please contact the following office:

New Jersey Department of Education
Division of Student Services
Office of Educational Support Services
P.O. Box 500
Trenton, NJ 08625-0500
Telephone: (609) 292-5935
Fax: (609) 633-9655
Web-site: www.state.nj.us/njded/chared

Please Note: The Department of Education does not endorse any specific program models, organizations, resources, web-sites, materials, presenters or evaluators.

New Jersey Character Education Partnership (NJCEP) Initiative Update

November 2002

The *New Jersey Character Education Partnership (NJCEP) Initiative* was announced in January 2000 as part of the Governor's *State-of-the State* message. The purpose of this initiative is to assist public school educators to adopt validated character education programs that will meet the developmental needs of students throughout New Jersey by promoting pro-social student behaviors and creating a caring, disciplined school climate conducive to learning. A dedicated state aid line item in the Governor's FY 2001 budget provided \$4.75 million to public school districts and approved charter schools to be devoted to character education program development and implementation during the 2000-01 school year. The Department of Education administers the initiative and supports implementation of character education programs through professional development and information networking.

Year One (July 1, 2000 through June 30, 2001)

During the first year 99% of New Jersey public school districts and approved charter schools participated in the voluntary state aid initiative. District selection of character education programs was as follows: 59% of districts chose *Programs of Merit*, 11% selected alternative program providers, 18% developed their own homegrown programs and 12% used a combination of program choices.

A number of nationally well-known speakers, authors and researchers have presented character education workshops throughout the state. School districts are involved in a variety of exciting programs and services including social emotional learning, enhancing school climate, character trait of the month, peacemaking and conflict resolution strategies, service learning and curriculum infusion activities.

Year Two (July 1, 2001 through June 30, 2002)

For the second year of the initiative, the Governor's FY 2002 budget provided \$4.75 million for school district character education program implementation and expansion during the 2001-02 school year. Those districts that participated in the first year initiative submitted data and narrative on program outcomes. Overall, a majority of the schools showed positive increases in student behavior and attendance, with students stating they gained a better understanding of how their actions affected others. Schools also saw decreases in suspensions, bullying and student conflict. Teachers, staff, administrators and parents deemed the programs implemented in their school successful at infusing character education into the school culture.

Year Three (July 1, 2002 through June 30, 2003)

For the third year of the initiative, the Governor's FY 2003 budget provided \$4.75 million for school district character education program implementation and expansion during the 2002-03 school year. In February 2002, Governor James E. McGreevey created the New Jersey Character Education Commission. The Commission gathered information on best practices and other efforts currently being undertaken by New Jersey's public schools and submitted their findings and recommendations to the Governor. Information will be announced to districts when the Character Education Commission completes its review and proposes future direction for Character Education in New Jersey.

State Aid Funding Process

If a school district or charter school has any state aid funds remaining from FY 2001 or FY 2002, the funds may be carried over into Fiscal Year 2003 (until June 30, 2003) and continue to be recorded in the special revenue fund (revenue code: 20-3290) as restricted state aid. There are no fiscal forms required to complete and submit to the department in order to carry over funds. The use of character education funding is subject to state audit as are all state aid funds. Carry-over funds must be used for the sole purpose of character education in support of programs, services and activities. State aid funds may be used for the following: Administration of the program (coordinator's stipend), purchase of character education curriculum materials and supplies, printing and mailings related to character education activities, refreshments for a character education related event, staff development and training (which may include paying staff to attend workshop trainings after school hours or paying for substitutes in order for district staff to attend trainings, etc.), purchase of general assembly programs for students, participation at local, state sponsored and national character education conferences and workshops (to include registration fees, hotel, mileage, meals, etc.), invited presenters for staff, students, parents and community members, character education hats, pens, pads, posters, tee-shirts, etc. for students, appropriate materials for service learning projects, purchase of teacher guides and assessment surveys, etc. All expenditures must be used for the direct support of character education programs, materials, services, and activities related to the state initiative.

Character Education Program Selection

Districts may expand implementation of their first year character education program model selection (*Program of Merit*, alternative, homegrown or combination of programs) or choose new programs to augment character education efforts that serve new schools or students. Please note that funding is not restricted to one program selection. Depending upon district priorities of funding, staffing, student and program needs, schools may select additional program providers for materials, assemblies, staff training, curriculum infusion, community service or other related character education activities. For more information regarding character education programs and resources, please refer to the *Character Education Program Resources Profile Directory*, which can be downloaded from the department's Web site at <http://www.state.nj.us/njded/chared> or purchased for a small fee through the Office of Publication and Distribution Services by contacting (609) 984-0549.

For More Information

For more information about the *New Jersey Character Education Partnership (NJCEP)*, visit the department's web site at <http://www.state.nj.us/njded/chared> or contact Nyeema C. Watson, 609-292-5887 at the New Jersey Department of Education, Division of Student Services, Office of Program Support Services

Program Review Checklist

This checklist provides criteria for selecting **character education materials** for your school or district. It can be used to review *school-wide programs*, *specific curricula*, or *support materials*. These criteria define quality comprehensive character education. You may find that no one program fits all of the criteria, but that a combination of materials meets most of your needs, often in conjunction with material you might develop on your own. To use the checklist, either mark items addressed in the program being reviewed or apply a rating scale (see below) to help you better differentiate programs.

Program/Curriculum: _____

Content & Methodology

- _____ **Promotes core ethical values** (e.g., respect, responsibility, caring, fairness, honesty)
- _____ **Develops conditions that promote a caring classroom climate and school culture** (e.g., addresses relationship building, collaboration, classroom/school norms)
- _____ **Fosters varied dimensions of student growth** (i.e., social, emotional, ethical, intellectual)
- _____ **Develops an understanding of emotions** that underlie behavior and helps students better understand others and manage emotional responses
- _____ **Seeks to decrease detrimental attitudes and behaviors** (e.g., biases, stereotyping, put downs, racial slurs, bullying, gossip, insensitive gender remarks)
- _____ **Provides opportunities for student reflection** on character-related issues (e.g., journal writing, essays, class meetings, class discussions, artistic expression)
- _____ **Addresses the logic of moral arguments** and promotes higher level thinking (e.g., perspective taking, critical thinking, problem solving, ethical decision making)
- _____ **Provides for modeling and practicing of social skills** that demonstrate core values (e.g., interrupting politely, active listening, constructive feedback, respectful communication)
- _____ **Provides opportunities to put core values in action** in ways that promote student autonomy, social responsibility, and caring relationships (e.g., cooperative learning, community service, class meetings, democratic participation, cross-age and peer tutoring, student governance, conflict resolution)

Instructional Issues

- _____ **Is user-friendly** (i.e., clear, comprehensive, easy to use, requires minimal preparation)
- _____ **Is sequential** (i.e., lesson plans logically build on one another) and introduces concepts and strategies in appropriately sized components (e.g., a multiple step problem solving strategy is not introduced in one lesson)

_____ **Is developmentally appropriate** for the grade levels indicated.

_____ **Integrates with academic content** and is aligned with district and state education goals and core learning objectives in one or more subjects (e.g., social studies, science, language arts, etc.)

_____ **Uses a variety of instructional strategies** that meet the needs of students with diverse learning styles (e.g., visual, auditory, kinesthetic), including *active learning* (e.g., role plays, experiential learning, affective exercises, constructivist approach)

_____ **Appeals to students' interests** by offering relevant stories, vignettes, and dilemmas that are dynamic and closely match issues arising in the lives of students

_____ **Utilizes varied mediums** (e.g., Internet, videos, CD Roms, manipulatives, fiction and non-fiction, autobiographies, archival items, art, music)

_____ **Includes multicultural visuals and narratives** that develop understanding of diverse peoples

_____ **Provides for student recognition** that encourages intrinsic motivation (i.e., helping students recognize the natural benefits of prosocial acts) and discourages reliance on extrinsic incentives (e.g., peer competition, material rewards)

Teacher and Parent Support

_____ **Includes a teacher's guide** that is clear, comprehensive, and easy to use and that provides the program's research base, goals, objectives, and evaluation components

_____ **Provides for staff development** through training, videos, an interactive web site, newsletters, and/or consultation

_____ **Trains staff in developing caring relationships and ethical practices** within the school community and provides opportunities for reflection on their own growth as character educators

_____ **Provides a means for ongoing teacher mentoring and support**

_____ **Involves parents/guardians** (e.g., through newsletters, shared homework assignments, parent workshops, family-based activities, evaluation surveys)

_____ **Offers bilingual versions** of parent materials

_____ **Utilizes community resources** (e.g., community volunteers, youth groups, business partnerships, after-school programs, local government agencies)

Assessment

_____ **Provides varied means for student assessment** (e.g., surveys, portfolios, projects, skill demonstrations) and multiple opportunities for students to demonstrate knowledge, understanding, and practice of core values

_____ **Has positive evaluation results** including both *quantitative* data (e.g., absenteeism, discipline referrals, standardized test scores, behavioral observations, skill and knowledge tests, student/staff/parent climate and/or attitudinal surveys) and *qualitative* data (e.g., testimonials, narratives) supporting program goals and objectives, preferably conducted by third-party evaluators.

PROFILE DIRECTORY OF CHARACTER EDUCATION PROGRAMS

NAME	PAGE NUMBER
<ul style="list-style-type: none"> • A World of Difference Institute of the Anti-Defamation League • Act 1 Presentations, Inc. • AGC/United Learning • All People's Day - Multicultural Diversity Program • All Stars • Al's Pals • Anthony's Soaring Children • Association of Fundraising Professionals (AFP) • Bellewether • Building Esteem In Students Today Program (BEST) • CAM Consulting Services • Camp Fire of New Jersey • Caring School Community • Center for the 4th and 5th Rs • Center for Implementing Character Education • Center for Research on Aggression • Center for the Advancement of Ethics and Character (CAEC) • Character Building Company • Character Counts! • Character Counts! Sports Pursuing Victory • Character Development Group • CharacterPLUS Cooperating School Districts • Children's Institute, Inc. • Collaborative to Advance Social and Emotional Learning (CASEL) • Committee for Children • Community Boards • Community for Education Foundation • Community of Caring • Contact Community Services, Inc.. • D&D Industrial Consultants, Inc. • Developmental Studies Center • Devereux Glenholme School • Do Something • Edge Learning Institute 	

NAME

PAGE NUMBER

- EDUCARE
- Educational Development Center, Inc. (EDC)
- Educators for Social Responsibility (ESR)
- Eduscapes Consulting Services
- Empathic Educators
- Ethics Resource Center (ERC)
- Facing History and Ourselves
- Future Leaders Program
- Global Learning, Inc.
- Heartwood Institute
- Heroes & Cool Kids
- Home and School Institute/MEGA Skills Education Center
- I Can Problem Solve
- Innerchoice Publishing
- Innovative Leadership of the Delaware Valley
- Institute for Global Ethics
- Institute for the Development of Character and Community
- International Center for Leadership in Education, Inc.
- Jalmar Press
- John Templeton Foundation
- Kellogg/Keener Consulting
- Learning for Life
- Learning Peace
- Life Skills: Building Blocks for Success
- Lifeskills Training
- M.B. Flippen & Associates: Leadership Solutions
- National BETA Club
- National Center for Youth Issues
- National Character Education Center
- National Youth Leadership Council
- Newspaper in Education – The Record
- New Jersey Center for Civic and Law-Related Education
- New Jersey Child Assault Prevention
- New Jersey Commission on Holocaust Education
- New Jersey Department of State/
Center for Youth Policy and Programs
- New Jersey Peer Helping Association

NAME

PAGE NUMBER

- Northeast Foundation for Children
- Open Circle & the Reach Out to Schools:
Social Competency Program
- Optimal Performance Associates, LLC
Winning Team/Winning Lifestyles
- Passkey's Foundation &
The Jefferson Center for Character Education
- PATHS Training, LLC
- Pathways to Character
- PAXUnited
- Positive Action, Inc.
- Premier, A Franklin Covey Company
- Princeton Center for Leadership Training
- Project Hope
- Project Urban Suburban Environments (U.S.E.)
- Proud to be Polite
- Quest International, Inc.
- R.I.Sk. (Relationship Improvement Skills) Seminars, Inc.
- Respect
- Rutgers University Center for Management and Entrepreneurship
- SANKOFA
- School Counts!
- School For Ethical Education (SEE)
- Social Decision Making/Problem Solving Program (SDM/PS)
- Statewide Kindness Awareness Campaign
- Street Law, Inc.
- Study of Heroes at the Raoul Wallenberg Committee of the U.S.
- Supporting Kids' Social and Emotional Growth
- Susan Kovalik & Associates
- The Bridge
- The Center for Implementing Character Education
- The Center For Learning
- The Giraffe Project
- The Great Books Foundation
- The Lesson One Foundation, Inc.
- The Scare Program, LLC
- The Teel Institute

NAME

PAGE NUMBER

- The What If Organization
- Tough Issues, Good Decisions
- Tregoe Education Forum, Inc.
- University of Medicine and Dentistry of New Jersey/University Behavioral Healthcare
- Vivid Learning Systems, Inc.
- Voices of Love and Freedom (VLF)
- Voyager Expanded Learning
- WiseSkills Resources
- World Youth Network International
- Young People's Press
- Youth Empowerment Strategies, Inc. (Y.E.S.)

A WORLD OF DIFFERENCE® INSTITUTE OF THE ANTI-DEFAMATION LEAGUE

ACT 1 PRESENTATIONS, INC.

Program: A WORLD OF DIFFERENCE® Institute
Contact: Jessica Greenstone, Education Coordinator
Address: 743 Northfield Ave.,
 West Orange, NJ 07052
Phone: (973) 669-9700 Fax: (973) 669-9749
Toll-free: (800) 343-5540 (for product orders only)
Web site: www.adl.org **E-mail:** new-jersey@adl.org

Program Description: Initiated in Boston to combat prejudice, promote democratic ideals and strengthen pluralism, the Institute is a program of the Anti-Defamation League, one of the oldest organizations combating all forms of bigotry and discrimination in the country. Through its network of 30 regional offices, the Institute offers interactive, anti-bias and diversity appreciation programs to schools in the form of workshops for staff, curriculum materials for K-12 educators, and peer training programs for students.

Audiences: K-12 teachers, parents, administrators, staff, students, parents and community members.

Program Components: Training workshops in anti-bias techniques, staff training in anti-bias teacher-student curriculum, comprehensive 5-day Train-the-Trainer workshop, interactive student training workshops, and a nationally recognized peer training program empowering students to lead workshops for peers, challenging the stereotypes and biases that inhibit group understanding. All workshops are crafted to the specific needs of a school community.

Products: Curriculum guides, books, videos, posters, magazines and other materials.

Product Description: Materials provide members of a school community resources to confront prejudice, hatred, bigotry and discrimination while teaching the value of diversity.

Program Focus: Diversity, anti-bias education, critical thinking, pro-social behavior, communication, understanding and respect among diverse groups.

Staff Development: Needs assessments, half/full-day workshops, weeklong train-the-trainer, on-site consultations, follow up sessions.

of schools using products/services: 500+ nationwide

Evidence of Effectiveness: University of Pennsylvania study showed that of staff who participated in Institute workshops, 86% reported greater awareness of bias, 80% reported greater skills to confront racial issues, 81% reported increased understanding of diverse viewpoints, and 70% reported getting along better with all types of people. Study conducted by the University of Pennsylvania Penn Graduate School of Education showed: becoming a Peer Trainer improved self-confidence, improved understanding of the impact of discrimination and prejudice, and improved communication with others. If confronted with situations of discrimination and prejudices, most Peer Trainers stated they would act to change this situation. 81% of students felt the lesson increased their understanding of other viewpoints, 78% felt it increased respect for students, and 62% reported it helped to reflect on their own biases/prejudices.

Program: Moral Courage: A Way of Life
Contact: Isaac Dostis, Co-Director
Address: P.O. Box 333,
 Lake Hiawatha, NJ 07034
Phone: (973) 316-1357
Fax: (973) 316-1356
E-mail: act1@mymailstation.com

Program Description: Through theatre games and exercises, Act 1 offers a six-week program as a way to teach goodness. Using the Holocaust and the Civil Rights movement as pillars, Act 1 looks at those who risked their lives, non-violently, to make a difference in the world. Those true heroes are our life's lessons. Using everyday applications we can learn to emulate that behavior so that we become the people we want to become and create a world that we want to live in. Related programs include three or four week workshop (The Caring Community); five plays in repertory about Moral Courage; and a three-week workshop (No More Bullies).

Audiences: Grades 4-12, teacher and parent seminars.

Program Components: Observation and awareness, random acts of kindness, volunteering, rescue in the Holocaust, overcoming silence in the Civil Rights Movement and Peacemakers.

Products: na

Product Description: Videotape of LIVES TO SAVE; THE RESCUERS along with a printed guide bringing the lessons of the Holocaust into today's world.

Program Focus: na

Staff Development: Seminars and workshops. Also continue to work with Paul Winkler of the New Jersey Holocaust Commission in seminars throughout New Jersey.

of schools using products/services: 1990-1998, 1,100 schools in New Jersey used plays, while 35 schools took part in the workshops. 1999-2000, 7 New Jersey schools took part in the workshop and 46 used the plays. 2000-2001, 6 New Jersey schools took part in workshops.

Evidence of Effectiveness: Review of seminars, workshops and performances upon request. There have been repeat bookings in Belmar (7 years), Wall (4 years), and West New York (4 years). A test in the Wall school district offered a 63% memory of the workshops 7 months after the event.

AGC/UNITED LEARNING

Program: Get Real about Violence® Program and Here's Looking At You

Contact: Monica Guzzo
New Jersey Representative

Address: 1560 Sherman Ave., Suite 100
Evanston, IL 60201

Phone: (800) 323-9084 **Toll-free:** (800) 323-9084

Fax: (847) 328-6706

E-mail: mguzzo@agcunited.com

Website: www.agcunitedlearning.com

Program Description: The Get Real About Violence program focuses on instilling positive nonviolent norms, on assigning responsibility to bystanders of mean and violent actions, and on "getting real" with students- providing relevant information and skills on their own terms. Lessons throughout the program advocate students' acknowledging their own attitudes and trying to foster positive norms and core ethical values-respect, responsibility, caring, fairness, honesty, peaceful conflict resolution-with their friends, family, and community. A second program, Here's Looking At You focuses on not only keeping students from using drugs, but also espouses the philosophy that if children value themselves and each other, then they're less likely to evince behaviors that harm themselves and others, such as using drugs.

Audiences: Elementary, intermediate, middle, and high school-K-12; parents and community members.

Products: The program is entirely non-consumable and user-friendly, containing lesson plans, audiotapes, videotapes, worksheets, parent newsletters, games, simulations, and other learning tools.

Product Description: The research-based program is a K-12 program that is based on risk reduction research, normative education research and the Social Development Strategy. Get Real About Violence targets the attitudes and behaviors that underlie violence. The program can easily be integrated into language arts, social studies, science and health disciplines.

Program Focus: Core ethical values – respect, responsibility, caring, fairness, honesty, peaceful conflict resolution, refusal skills for self-control, and healthy norms.

Staff Development: Get Real About Violence is supported by a variety of training options, to educate and motivate teachers and principals for effective and efficient implementation.

of schools using products/services: na

Evidence of Effectiveness: A third-party longitudinal evaluation was conducted by Baseline Research, LLC and survey data and anecdotal evidence obtained from teachers confirmed the positive effect of the program. Students were less likely to watch a fight, were more willing to take action, understood the role of a bystander, and were more likely to understand negative consequences of violence. For the complete evaluation report, please contact AGC/United Learning.

ALL PEOPLE'S DAY® MULTICULTURAL DIVERSITY PROGRAM

Contact: Susan Berkowitz MPS, ATR-BC, LPC
Address: 86A Grace Road

Lake Hiawatha, NJ 07034

Phone: (973) 334-3826 **Fax:** 973-402-1095

Web site: www.allpeoplesday.com

E-mail: susan@allpeoplesday.com

Program Description: ALL PEOPLE'S DAY® is a new diversity holiday which helps students to honor their own unique characteristics while fostering an appreciation of the special qualities of others leading toward mutual acceptance. The holiday's traditions are experienced through the creation of artwork, written follow-up projects, and interactive participation during the culminating celebration event. Among the traditions created are CRAFT DOUGH PEOPLE, illustrating that all races are made from the same basic ingredients; the SYMBOL, exploring one's own culture and the cultures of others while connecting families from different continents; and ORIGAMI PEACE CRANES, focusing on peace and acknowledging multicultural contributions for the betterment of the world.

Audiences: Elementary (including Pre-K), middle, and high school students, educators, administrators, parents, after school programs, and home school programs.

Program Components: School-based programs, staff development, residencies, participatory celebrations, and intergenerational programs.

Products: (1) Teacher's Training Manual (2) Guide to Traditional Costumes

Product Description: (1) The Teacher's Training Manual includes directions to create the holiday crafts and follow up projects that encourage critical thinking and moral reasoning based on the Core Curriculum Content Standards. (2) The Guide to Traditional Costumes features drawings of the flags and ethnic clothing of 41 countries. These drawings are to be removed from the book and serve as a reference for each class member representing the SYMBOL.

Staff Development: Registered NJ professional development provider, in-service programs, seminars/workshops, conference presentations.

of schools using products/services: over 50

Evidence of Effectiveness: Evaluations report successful implementation of projects. A quote from a school using the program for several years: "The spirit of All People's Day permeates the building and the good feelings linger after the celebration."

ALL STARS

Contact: William B. Hansen and Kathleen Simley
Address: Tanglewood Research
 7017 Albert Pick Road,
 Suite D, Greensboro, NC 27409
Phone: (336) 662-0090 **Fax:** (336) 662-0099
Toll-free: (800) 826-4539 / (800) 822-7148
Web site: www.tanglewood.net
Email: billhansen@tanglewood.net
Program Description: All Stars is a curriculum that addresses the prevention of high-risk behaviors through the development of positive personal characteristics. The program uses interactive methods to discuss values, ideals, norms, and personal commitments. Parents are involved through homework assignments and an audio CD to improve parenting skills.
Audiences: Middle school age students and their parents.
Program Components: School-based instruction, community-based instruction and staff development.
Products: Curriculum guide, student materials, commitment ring.
Product Description: All Stars consists of 21 sessions in the core program plus 8 sessions in the booster program (to be delivered one year later) that are designed to be delivered in one of three formats (regular classroom, specialists visiting classrooms, or after school and community settings). Sessions are highly interactive and are designed to change key character qualities of young adolescents.
Program Focus: Idealism and future orientation, conventional norms, commitment to citizenship and avoiding high-risk behaviors, bonding with pro-social institutions, and positive parental attention.
Staff Development: Two-day training seminars; post-training technical support.
of schools using products/services: 300 schools in 27 states.
Evidence of Effectiveness: A study published in 1996 conducted by William B. Hansen reported increases in idealism and commitment to avoiding high-risk behaviors, a shift towards holding conventional beliefs about norms, and increased bonding with school. These findings were replicated by Nancy Harrington and her colleagues of the University of Kentucky in a study that is currently in press. In addition, short-term reductions in high-risk behaviors (drug use, violence, and sexual activity) were also noted. The Center for Substance Abuse Prevention and the US Department of Education listed All Stars as a promising program in 2000.

Al's Pals: Kids Making Healthy Choices

Program: *Al's Pals:
Kids Making Healthy Choices*
Contact: Susan R. Geller, M.S.
Address: Wingspan, P.O. Box 29070,
 Richmond, VA 23242
Phone: (804) 754-0100 **Fax:** (804) 754-0200
Web-site: www.Wingspanworks.com
E-mail: s geller@wingspanworks.com
Program Description: This program is an early childhood curriculum and teacher training package designed to develop young children's social-emotional skills including their ability to express feelings appropriately, use kind words, accept differences, use self-control, think independently, and solve problems peacefully. The program shapes a classroom environment that fosters caring, cooperation, respect, character building, and responsibility in the children.
Audiences: Grades Pre K-3
Program Components: Social skill training, character education, staff development, parent education, school-based programs, and after-school programs.
Products: A curriculum of 46 interactive lessons of engaging activities that involve puppet-led discussions, brainstorming, role-plays, original music on tapes and CDs, books, posters, and parent letters with activities for use at home. Also, a 9 lesson booster curriculum to reinforce the concepts in older children; and a companion parent education series, *Here, Now and Down the Road...Tips for Loving Parents* for use with parent groups.
Product Description: More than a curriculum, *Al's Pals* offers teachers a systematic, comprehensive approach for working with young children to strengthen their resiliency and help them manage their own behavior. The program provides a kit of tools to foster classrooms that are infused with caring, nurturance, and tolerance. The curriculum is accompanied by two-day training sessions where teachers gain hands-on experience with the curriculum and learn how to integrate the *Al's Pals* values into all aspects of their daily teaching.
Program Focus: Pro-social skill development; conflict resolution; violence prevention; safe caring, disciplined school climates.
Staff Development: Two-day introductory training sessions for teachers, administrators, and parent educators; booster and advanced training for experienced *Al's Pals* teachers; ongoing consultation services; and educational seminars on a wide range of early childhood topics.
of schools using products/services: Approximately 300 schools reaching 30,000 children.
Evidence of Effectiveness: Selected in 2001 by the U.S. Department of Education Expert Panel on Safe, Disciplined, and Drug-Free Schools as an effective school-based prevention program. Additionally, results of eight separate studies, conducted by Virginia Commonwealth University in 152 preschool through second grade classrooms of 2100 children, indicate that children who participate in *Al's Pals* display a greater increase in positive social skills than do comparison children. Several studies of children who do not participate in the program show increased aggressive and anti-social behaviors.

ANTHONY'S SOARING CHILDREN

Program: The KNIGHT
Contact: Angela Betances, MA, LPC, CADC SAC
Address: 202 Lakeshore Drive
Marlton Lakes, NJ 08053
Phone: (856)-768-1866 **Fax:** (856)-768-1101
E-mail: soaringab@hotmail.com

Program Description: The KNIGHT is a holistic fun program aiming to enhance and strengthen the child's self-esteem by awaking his/her innate good nature. It's based on genuineness and unconditional acceptance, mutual respect and empathy. It's designed and presented in a simple and instructive manner that can be comprehended by all. **Audiences:** K-5 grades including students with special needs, daycare, after school programs, children's community centers, summer camps, parents, school staff, and community members. **Program Components:** Evaluations, self concept test, psycho-social and moral development, values across the school curriculum, motivation to learning and caring for others, community and high institutions involvement, in/out school-based programs, and school staff development.

Products: Curriculum, teachers guide, songs, self-concept test, evaluation of program, recruiting and training, facilitators and leaders; letters to parents, certificate of program's completion, KNIGHT ID card and buttons.

Product Description: Resources provide the young child with the competencies, values, principles and ideals that build a character of self-value and worthiness. The program emphasizes and promotes active listening, positive rapport, positive modeling, creativity, communicable skills and above all pride in one's self for being unique and special. Teaching resources include detailed lessons, activities, games and songs creating a climate of learning and fun.

Program Focus: Enhance, strengthen and build a child's self-esteem by fostering character principles, such as honesty, empathy, respect for diversity, critical thinking and problem solving skills.

Staff Development: Conference presentations, seminars workshops, in-service programs; on-site consultations, follow-up sessions, including evenings, weekend training and summers.

of schools using products/services: 1,000 school students are currently using this program.

Evidence of Effectiveness: Violence and discrimination against human diversity were significantly reduced in those schools where the program was taught. Students' interests were diverted to humanitarian services and fun activities, stage shows, family/child days, contests, etc. The KNIGHT received high ratings in 1999 from the NJ School Counselors Association, and it was promoted and publicized in their Annual Professional Development Conference Program.



ASSOCIATION OF FUNDRAISING PROFESSIONALS (AFP)

BELLEWETHER

Program: Youth In Philanthropy Program
Contact: Katherine Falk, CFRE, Program Chair
Address: 14 Brighton Street,
 Newtown, PA 18946
Phone: (215) 860-4452 **Fax:** (215) 860-4453
Toll Free: (886) YIP-HELP
E-mail: kfalk@voicemail.com; jrobcol@aol.com

Program Description: This program is designed to introduce elementary schools to the concept and practice of philanthropy by encouraging them to give time, talent and treasure for the public good, and instill lifelong habits of helping others. The program helps teachers incorporate the study and practice of philanthropy into the curricula. It provides resources to learn about the philanthropic tradition in America and suggests ways students can reach out beyond themselves to personally make a difference.

Audiences: School superintendents, principals, elementary school teachers, students and parents.

Program Components: In-person teacher trainings (with opportunity for Continuing Education Units and Professional Development hours), speakers in the school, press releases highlighting class and school efforts, and recognition of students and teachers.

Product Description: Teacher Resource Guide provides an introduction to the philanthropic tradition in America: its roots/history and its current place in society. Methods and activities are provided for teachers to teach about philanthropy as its own subject or to integrate it into the existing curricula. Gifts for participating school libraries vary from books and video tapes to boxed sets.

Program Focus: Understanding philanthropy, or voluntary giving, association or action for the public good; giving one's time, talent and treasure. It clarifies how it extends beyond kindness and empowers each participant to take pride in being a philanthropist.

Staff Development: Seminar/workshops, in-service workshops, on-site consultations, follow-up sessions, and teleconferencing.

of schools using products/services: Over 15,000 students.

Evidence of Effectiveness: In March, 2001, representation from the program was requested for a national Task Force on Youth In Philanthropy. In 1998, the program won a national award from the National Society of Fund Raising Executives (now the Association of Fundraising Professionals) called the Founders' Award for Public Service with the idea that the program would serve as a national prototype. Almost 15,000 students have helped thousands of people/animals served by non-profit organizations and agencies. Acknowledgement and encouragement from the New Jersey Principals and Supervisors Association

Program: Human Asset Imaging®

Contact: Kay A. Saunders
 Local Rep: James & Sandy Butler

Address: San-Jae Educational Resources Co
 4141 N.E. Lakewood Way
 Suite B., Lee's Summit, MO 64063

Phone: (816) 554-9400 **Fax:** (816) 554-9410

Toll-free: (800) 585-0318

Web site: www.bellewether.com

Email: saunders@bellewether.com

Program Description: Human Asset Imaging® is a robust, multimedia curriculum designed to educate, motivate and inspire participants to higher levels of thinking and action. The holistic approach taken in this unique training integrates learning styles, while overlapping educational disciplines such as math, philosophy, social sciences and so forth to provide students with a more total view of how principles are interwoven in all of life. Student material is available in CD-ROM, booklet, and audiocassette formats, while teachers are treated to a full 9-12 month user-friendly curriculum guide straight "out of the box" and ready for use.

Audiences: Grades 5-12 with exceptional acceptance by Urban School Youth and Workplace Training and At-Risk Educational sites. Available in English or Spanish, Human Asset Imaging® is not only ideal for general education use but for Speech & Communication Disorders, ESL and Special Education applications as well.

Program Components: Assessments, Personal & Professional Series curriculum, Curriculum Guide, Management System, Inspirational Posters & Banners, Train-the-Trainer Workshops and T-shirts. ***Don't forget to ask about our Bellewether Character Education and Workplace Readiness School Grants.***

Program Focus: This bi-lingual courseware focuses on topics such as Civility, Respect for Others, Self Respect, Attitudes, Cleanliness, Punctuality, Working with Others, Quality of Work, Quantity of Work and so much more. Through the use of journaling exercises students express themselves, divulge their thoughts and build critical thinking and problem solving skills. The on-line glossary allows students to expand their vocabulary and enhance language skills.

Staff Development: One day Train-the-Trainer Workshop or full Human Asset Imaging® Certification Training.

Evidence of Effectiveness: User feedback has reported reductions in negative interventions, reduced tardiness, increased demonstration of complex thinking and problem solving.

BUILDING ESTEEM IN STUDENTS TODAY PROGRAM (BEST)

Contact(s): Angeline Finnigan, Program Developer
Address: P.O. Box 785, Notre Dame, IN 46556
Phone: (800) 359-5189 **Fax:** (574) 273-1952
Toll-free: (800) 359-5189
Web site: www.bestprogram.org
E-mail: BESTPROG@aol.com

Program Description: The BEST Program helps students build regard (esteem) for others, the community and themselves. Available for grades K to 8, BEST contains nine themes: courtesy, responsibility, conflict/feelings, caring, honesty, goal setting, positive classroom, esteem and health/prevention.

Audiences: Pre-K, elementary, intermediate, middle school, counselors, teachers, community, parents.

Program Components: Ethical/moral philosophy, school-based programs, service learning, moral development, parent, and community involvement.

Products: K-8 grade level manuals (approx. 300 pages each), 72 parent newsletters (K-8), 9 staff newsletters, posters on CD, Administrators Guide, school-wide implementation guide, and K-8 Spanish parent newsletters.

Product Description: The whole school promotes one theme per month by using BEST's grade-appropriate materials, establishing consistent practices, modeling appropriate behaviors, and stating positive expectations. Each grade level contains staff and parent newsletters, classroom activities, student bibliographies, community projects, and parent involvement ideas.

Program Focus: Moral reasoning, caring community, life/social skills, citizenship, conflict resolution, service learning, prevention education, career development, citizenship education, and leadership.

Staff Development: BEST program orientation and training available on CD with complete training guide.

of schools using products/services: 3,200 +

Evidence of Effectiveness: An independent (1987) University of Notre Dame study of 377 elementary schools utilizing the Harter Self-Concept Scale found that in all six areas (Behavioral Conduct, Social Acceptance, Scholastic Competence, Athletic Competition, Global Self-worth, and Physical Appearance), the BEST Program students out-performed the control group. High program user satisfaction is evidenced in that 60% of BEST inquiries are referrals from current BEST schools. Several positive testimonials regarding observable improvements in student behavior and enhanced school climate are available from BEST. The BEST *Implementation Guide* includes assessment tools regarding student behaviors and parent/teacher/community feedback.

CAM CONSULTING SERVICES

Program: A Dialogue on Respect
Contact: Claudia A. Monte
Address: P.O. Box 469
Crosswicks, NJ 08515-0469
Phone: (609) 291-1937
Fax: (609) 291-1149
Web site: www.cam4consulting.com
E-mail: bpointon@cam4consulting.com

Program Description: CAM is a full-service training and consulting firm committed to spreading the message of respect through various workshops to the public, private, legal, and educational sectors. This program was designed in response to the questions, *Whatever happened to respect?* and *How do we get it back?* Every individual in an organization is accountable for modeling appropriate behavior; however, in education the responsibility becomes even greater since children learn what they live.

Audiences: Administrators, staff, teachers, board and community members, parents, and businesses.

Program Components: Needs assessment; staff development; teacher and administrator education; parental, board, and community involvement.

Products: On-site consultations, facilitation services, needs assessments, workshop presentations, and training materials.

Product Description: CAM Consulting Services provides a variety of professional development topics that focus on communication skills, interpersonal and team dynamics, management development, change management, stress and time management, and conflict resolution. Respect is a central theme throughout our interactive workshops.

Program Focus: Respect for others, control of emotions, utilization of positive communication styles, techniques for handling difficult situations, and practical ways of creating a culture of respect.

Staff Development: Seminars and in-service workshops tailored to meet the unique needs of each school or district. Workshop materials designed to help participants implement the *Cycle of Respect* in their schools and communities. On-site consultations and follow-up services available.

Evidence of Effectiveness: Increased awareness of the effect of one's behavior on others. Greater attention paid to common courtesies throughout an organization. Implementation of staff and teacher designed programs for integration into the curriculum as a result of participation in this workshop. Positive feedback from participants.

Visit the NJ Department of Education
Web-site at
www.state.nj.us/njded/chared

CAMP FIRE USA NEW JERSEY COUNCIL

Programs: "I'm Safe and Sure", Gift Of Giving"
"Count on Me Kids",
"Caution Without Fear", and "Peer Proof"

Contact: Barbara Van Horn

Address: 535 East Franklin Street,
Trenton, NJ 08610

Phone: (609) 695-8410 **Fax:** (609) 695-8420

E-mail: campfirenj@juno.com

Program Description: Camp Fire Programs are dedicated to strengthening the developmental assets essential for children to be successful in their pursuits. The character education assets emphasized include caring, empathy, integrity, honesty, responsibility, self-control, compassion and service. The programs are also expected to increase self-esteem, decision-making, self-reliance skills and positive family communication.

Audiences: Pre-school, elementary, middle school age children and their families. Also, school guidance counselors, teachers, nurses and other staff.

Program Components: Age appropriate, in school programs for classroom size groups, story board, role-play, discussion, cooperative learning activities, integration of program components into additional academic areas.

Products: "I'm Safe and Sure", "Count on Me Kids", "Caution Without Fear", "Peer Proof" and "Gift Of Giving" curriculums are presented in six sessions (1/2 hour each) in the classroom, parent/child activity reinforcement material (also available in Spanish), follow-up enrichment projects and suggestions for use in the classroom.

Product Description: Comprehensive, interactive classroom presentations by Camp Fire trained professional instructors, holding degrees in education, psychology, social work, child development or related fields.

Program Focus: Decision-making, moral reasoning, service-learning, positive leadership, values, conflict resolution, relationships, self-reliance skills and prevention education.

Staff Development: Guidance/teacher support, workshops, on-site consultations, follow-up.

of schools using products/services: 500+ classrooms.

Evidence of Effectiveness: Parent, teacher and student evaluations indicate excellence, relevancy, age appropriateness, positive changes in children's sensitivity and interaction with peers, increased parent/child communication.

CARING SCHOOL COMMUNITY

Program: Caring School Community/
Child Development Project

Contact(s): Denise Wood

Address: Developmental Studies Center,
2000 Embarcadero, Suite 305,
Oakland, CA 94606-5300

Phone: (510) 533-0213 **Fax:** (510) 464-3670

Toll-free: (800) 666-7270

Web-site: www.devstu.org

E-mail: info@devstu.org

Program Description: This program is an outgrowth of the Developmental Studies Center's earlier school character education effort, the Child Development Project. To reduce the complexity of CDP, a highly streamlined, low-cost version was developed, extensively piloted, and now available. CSC is a practical and flexible program offering materials and training on four key components of the original CDP: inclusive school-wide activities, cross-grade buddies, class meetings, and family involvement activities. All four components focus on building community and connectedness among students, educators, and parents. CSC emphasizes positive development among all children and youth to prevent dysfunction. It focuses on promoting a commitment to being fair, caring, respectful, and responsible citizens; heightening empathy and understanding of others; increasing academic motivation; strengthening family involvement; improving conduct at school; and developing students' conflict resolution skills.

Audiences: Elementary (K-6) students, teachers, and parents.

Program Components: School-based programs, professional development for educators.

Products: Teacher resources-books, videos and study guides.

Product Description: CSC resources help educators develop a caring, collaborative learning environment where students feel a strong sense of belonging and a strong desire to learn.

Program Focus: Caring community/character education, conflict resolution, and life/social skills.

Staff Development: One or two day institutes for entire school faculty, optional follow-up workshops and consultations available.

of schools using products/services: 130+

Evidence of Effectiveness: Several studies of the CDP found that alcohol use declined from 48 to 37 percent, cigarette use declined from 25 to 17 percent, and marijuana use declined from 7 to 5 percent in grade schools with well implemented programs. In addition, academic motivation, positive feelings about school, active classroom engagement, and positive classroom interactions all increased significantly in schools effectively using the CDP model.



CENTER FOR THE 4TH AND 5TH Rs

Contact(s): Tom Lickona, Director, and
Marthe Seales, Administrative Assistant
Address: Education Department, SUNY Cortland,
Cortland, NY 13045
Phone: (607) 753-2455 **Fax:** (607) 753-5980
Web-site: www.cortland.edu
E-mail: c4n5rs@cortland.edu

Program Description: The Center for the 4th and 5th Rs provides professional development opportunities and resources to promote a comprehensive approach to character education, as described by the 12-point model of *Educating for Character*, by Thomas Lickona, and *Eleven Principles of Effective Character Education*.

Audiences: Elementary, intermediate, middle, and high school; parents, community members, and higher education.

Program Components: Assessment, community involvement, moral development, school-based programs, staff development, and teacher education. **Products:** Articles, newsletter, publications, and surveys.

Product Description: The Center for the 4th and 5th Rs distributes "The Fourth and Fifth R's" (newsletter), assessment instruments, and professional development materials.

Program Focus: Comprehensive character education.

Staff Development: An annual summer institute, conference presentations, seminars/workshops, and on-site consultation.

of schools using products/services: 2,500 educators have attended the Center's annual summer institutes.

Evidence of Effectiveness: Testimonials from the Center's Summer Institute participants indicate that the Institute provides high quality instruction, an enriching learning environment, and effective models for implementing character education.

CENTER FOR RESEARCH ON AGGRESSION, SYRACUSE UNIVERSITY

Program: Aggression Replacement Training (A.R.T.)

Contact:: Arnold P. Goldstein

Address: 805 South Crouse Avenue,
Syracuse University,
Syracuse, NY 13244

Phone: (315) 443-9641 **Fax:** (315) 443-5732

Program Description: Aggression Replacement Training (A.R.T.) is a comprehensive intervention targeted to aggressive adolescents and younger children.

Audiences: Trainers-teachers, school counselors, school personnel, Trainees-elementary, middle, and senior high school students.

Program Components: Skillstreaming, a social skills method which teaches alternatives to aggression. Anger control training, teaches youngsters anger self-control. Moral reasoning training, like character education, provides pro-social motivation.

Products: The Center for Research on Aggression provides published trainer training curriculum manuals and training videotapes.

Product Description: Manuals, videos, skill cards, program forms and other materials facilitate both learning and using the A.R.T. program.

Program Focus: Teaching youths what to do instead of aggression (via skill streaming); what not to do when provoked (via anger control training); and why to use these pro-social skills (via moral reasoning training).

Staff Development: Provider has conducted 200 training workshops in all the United States in the past ten years.

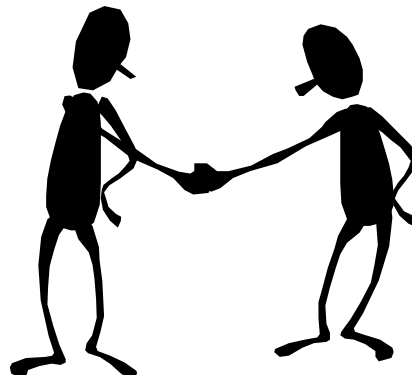
of schools using products/services: 1,000

Evidence of Effectiveness: There have been twenty positive research evaluations of effectiveness completed. This program is also located on The United States Department of Education Safe and Drug Free Schools approved program list.



Have You Checked the Checklist?

Refer to the **Program Review Checklist** in selecting character education programs and curricula.



CENTER FOR THE ADVANCEMENT OF ETHICS AND CHARACTER (CAEC)

Contact(s): Dr. Karen E. Bohlin & Dr. Bernice Lerner
Address: 621 Commonwealth Avenue, 4th Floor
Boston, MA 02215
Phone: (617) 353-3262 or (617) 353-4794
Fax: (617) 353-4351
Web-site: www.bu.edu/education/caec
E-mail: CAEC@bu.edu

Program Description: A nationally recognized research and consulting institute, the CAEC is the first ethics center in the country to focus on the education of teachers, helping them to foster strong character in their students. .

Audiences: Public and private, rural, suburban, elementary, middle, and high school; School administrators and educational leaders higher education institutions; parents; corporations; youth organizations

Program Components: The CAEC offers Teachers Academies and institutes, academic programs, and consulting services. The CAEC also directs the Character Education Network, sponsored by the Assoc. for Supervision and Curriculum Development (ASCD). The center also houses the Kevin Ryan Library for Ethics and Education.

Products: Building Character in Schools: Practical Ways to Bring Moral Instruction to Life, (Ryan & Bohlin, 1999) and Building Character in Schools Resource Guide (Bohlin, Farmer, & Ryan, 2001). The CAEC also produces a quarterly newsletter, CHARACTER, and curricula materials.

Program Focus: The CAEC focuses on virtues, dispositions to choose to act and react wisely in all spheres of life — social, academic, civic and professional.

Staff Development: A five day intellectual retreat for educators, the CAEC Teachers Academy invites participants to engage in dialogue, reflection and writing about selected great texts and to apply them to curricular and school-wide character education. The CAEC Institute explores the context of character education, moral motivation, curriculum integration, and strategic planning.

of schools using products/services: 300 +

Evidence of Effectiveness: educators who participate in the CAEC's Teachers Academies and/or Institutes indicate — through evaluations, letters and contributions to the CAEC's various endeavors —that the experience is transformational. They experience renewed commitment to their chosen profession and acquire a deeper understanding of what it means to educate for character.

CHARACTER BUILDING COMPANY

Contact: Laura Templeton
Address: 1704 Hessian Drive,
Williamstown, NJ 08094
Phone: (856) 881-6695 **Fax:** (856) 881-6351
Web-site: <http://ourworld.cs.com/LauraT4MyKids>
E-mail: LauraT4MyKids@cs.com

Program Description: The Character Building Company provides parents and educators with character education materials that instill strong moral values in children through songs set to classical music.

Audience: Pre-K through 6th grade, parents, parent educators, teachers, librarians, school psychologists, counselors, community service groups, and community members. (Middle and high school programs will be available Fall 2001).

Program Components: School and parent based programs, staff development, teacher education, and community awareness/education program.

Products: Program includes audio recordings (cassette or CD), activity books, teacher's manual, storybooks, and Character puppets. (Video series available Fall 2001).

Product Description: Character Classics, Character Building Company's premiere Character Education product and winner of the 1999 Teacher's Choice Award, is a unique blend of classical music and delightful character-building lyrics. It is an innovative, masterfully produced series that features clever, original themes and positive principles crafted around the world's greatest melodies.

Program Focus: This program will instill positive values, reinforce good parental standards, enhance a healthy self-image, and instill virtues, values, and character-building traits such as kindness, respect, attentiveness, self-control and 8 other traits. An added bonus to this program is music appreciation that every music teacher will enjoy. This music makes it easy to incorporate the program in most any classroom setting.

Staff Development: Conference presentations and on-site consultations.

of school using product/services: 100+

Evidence of Effectiveness: Notable reduction in disciplinary problems by school principals utilizing this program as a school-wide program.

Visit the NJ Department of Education

Web-site at

www.state.nj.us/njded/chared

CHARACTER COUNTS

Program: CHARACTER COUNTS!
Contact: Julie Dwyer, National Director
 Tricia Taylor, Associate Director
Address: 4640 Admiralty Way, Suite 1001,
 Marina del Rey, CA 90292
Phone: 310-306-1868 Fax: 310-827-1864
Toll Free: 1-800-711-2670
Web site: www.charactercounts.org
E-mail: cc@jiethics.org
Program Description: A project of the Josephson Institute of Ethics, CHARACTER COUNTS! is a partnership of schools, communities, governmental agencies and the nation's leading human-service organizations working to advance nonpartisan, nonsectarian character education by teaching the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship. The 500 + coalition members such as, 4-H, Boys & Girls Clubs, Big Brothers Big Sisters, AYSO and Little League work within their own organizations and together to help young people become their best selves by making choices consistent with ethical principles.
Audience: PK– 12 Schools, parents, sports audiences, higher education, detention and correction facilities, law enforcement and communities.
Program Components: Training courses, curricula materials, award programs, sportsmanship programs assessment and surveys, conferences & reports, publications
Products: Curricula, resource materials, videos, teacher guides, CD ROM/cassette, books posters, lesson plans, activity guides, apparel and more.
Product Description: To support character-building efforts at schools, youth-service organizations and throughout entire communities, the national office of CHARACTER COUNTS! offers materials to help young people learn about the Six Pillars of Character. These products are just tools — our example teaches the most powerful lessons about right and wrong.
Program Focus: CHARACTER COUNTS! is not a specific curriculum, but rather a framework for sustainable character education based on the nonpartisan language of values known as the "Six Pillars of Character" Discussing these core principles in classrooms, family rooms and locker rooms —young people (and adults) get a message about what is truly important.
Staff Development: To strengthen the framework, the Coalition's national office (in L.A) conducts training seminars nationwide. Workshops and in-services are also available.
Of Schools: 3000 +
Evidence of Effectiveness: Researchers looked at schools that launched CHARACTER COUNTS! in 1997-98. In that year and each year since, as many as 8,400 middle and high school students filled out extensive evaluation forms, covering demographics, attitudes and behavior. In addition, over 345 teachers responded to questionnaires about the students

- Students reported improvement in every category of misdeed assessed.
- Teachers reported better student behavior toward others and authority.
- The more exposures per month students had to CHARACTER COUNTS!, the better they behaved.

CHARACTER COUNTS! SPORTS PURSUING VICTORY

Program: CHARACTER COUNTS!
 Sports, Pursuing Victory With Honor
Contact: Julie Dwyer, National Director
Address: 4640 Admiralty Way, Suite 1001,
 Marina del Rey, CA 90292
Phone: 310-306-1868 Fax: 310-306-2140
phone; 1-800-711-2670 toll-free
Web site: <http://www.charactercounts.org/sports/sports.htm>
E-mail: sports@jiethics.org
Program Description: A project of the Josephson Institute of Ethics and CHARACTER COUNTS!, Pursuing Victory With Honor is a sportsmanship framework that is built on the essential elements of character building and ethics in sports. Pursuing Victory With Honor is embodied in the concept of sportsmanship and six core principles: trustworthiness, respect, responsibility, fairness, caring and good citizenship. The highest potential of sports is achieved when competition reflects these "Six Pillars of Character." It is a framework of principles and a common language of values that can be adopted and practiced widely.
Audience: Youth sport organizations, high school athletics, interscholastic and intercollegiate and Olympic coaches.
Program Components: Training courses, curricular materials, sportsmanship programs, conferences & reports, publications
Products: Resource materials, posters, apparel and more
Product Description: CHARACTER COUNTS! Sports develops programs and materials to help coaches and other adults equip youth with values to meet life's challenges, on and off the field.
Program Focus: The main focus of CHARACTER COUNTS! Sports is the "Pursuing Victory With Honor" sportsmanship campaign. This campaign originated from the CHARACTER COUNTS! Sports Summit Accord that was issued to encourage a greater emphasis on the ethical and character-building aspects of athletic competition. It is hoped that the framework of principles and values set forth will be adopted and practiced widely.
Staff Development: To strengthen the framework, the Coalition's national office (in Los Angeles) conducts Pursuing Victory With Honor training seminars nationwide.
Of Schools: High schools within the 3000-school member CHARACTER COUNTS! coalition including Parks and Recreation groups, AYSO, interscholastic and athletic groups.
Evidence of Effectiveness: This campaign is seamless with CHARACTER COUNTS! and has been in existence since May 1999. Due to this fact, the effectiveness of it has yet to be fully measured.

CHARACTER DEVELOPMENT GROUP

Program: Staff Development, Keynotes, and Consulting – Dr. Philip Fitch Vincent, Charlie Abourjilie, and other leaders in character education.

Contact: Dixon Smith, Director of Operations

Address: PO Box 9211 Chapel Hill, NC 27515-9211

Phone: (919) 967-2110 Fax: (919) 967-2139

Web Site: www.charactereducation.com

E-mail: respect96@aol.com

Program Description: The best in the business bring their knowledge, experience, model programs, and best practices from across the country to you in energetic and knowledgeable workshops, keynotes, and consulting.

Audience: Teachers, Administrators, Counselors, Coaches, Parents, School Board Members, Community Members, and Business Leaders

Program Components: Dr. Vincent's staff development workshops and keynotes will empower audiences to 1) develop character in students without the use of add-on curriculum 2) recognize the importance of consistent rules and procedures 3) develop a comprehensive plan that involves parents, students, and teachers and gets results in any learning environment.

Products: Staff development workshops, keynotes, conference expertise and planning, fund development support, web resources, and the most trusted series of staff development tools and materials available today.

Product Description: A complete and comprehensive resource for staff development and support materials for schools and communities serious about a civil climate.

Program Focus: Restoring School Civility, Best Practices in Character Education emphasizing: Rules and Procedures; Cooperative Learning; Teaching for Thinking; Quality Literature; and Service Learning.

Staff Development: CDG is a certified NJ provider for Character Education

of Schools using products/services: Dr. Vincent has worked with hundreds of NJ educators planning and clarifying tools and goals towards creating a model state and school system where character education develops and thrives.

Evidence of Effectiveness: Dr. Vincent is one of the most widely sought after character educators in the field. He has presented character education workshops in more than 500 schools and has trained thousands of educators across the United States and Canada. He has authored more than 20 books including the best selling *Developing Character in Students*. He is continuously asked to keynote national, regional, and state conferences on character education. His work on school civility has been highlighted on an "Eye on America" segment of CBS News with Dan Rather, and in USA Today.

Other Programs Offered: North Carolina's Coordinator for Character Education, Charlie Abourjilie brings character education to secondary schools. He is a veteran teacher, coach, and administrator. He knows character works in secondary schools.

CHARACTERPLUS™ COOPERATING SCHOOL DISTRICTS

Program: CHARACTERplus™

Contact(s): Linda McKay, Director

Address: Cooperating School Districts,
8225 Florissant Road,
St. Louis, MO 63121

Phone: (314) 692-9723 or (314) 872-8282

Toll-free: (800) 835-8282 **Fax:** (314) 692-9700

Web-site: info.csd.org/staffdev/chared/characterplus.html

E-mail: characterplus@info.csd.org

Program Description: CHARACTERplus promotes a process for consensus-building and grassroots innovation that integrates character education into the daily learning and life of schools. The organization provides leadership academies for principals, staff development, consultation, evaluation services, support, resources, community awareness, networking and a website.

Audiences: Pre-K, elementary, intermediate, middle, and high school; parents, community members, higher education, and businesses.

Program Components: Assessment, civic education, community involvement, higher education, service learning, and staff development.

Products: Articles, publications, curricula, videos, and school-based programs.

Product description: Teaching resources include: a guide with detailed integrated lessons and activities for preK-12; a replication guide of character education with community involvement; and tools and strategies for evaluating a character education program.

Program Focus: Values in academics, conflict resolution, community involvement, ethics/moral philosophy, leadership, life/social skills, moral reasoning, service learning, and citizenship education.

Staff Development: An annual national conference, seminars, workshops, and on-site consultations.

of schools using products/services: 450 +

Evidence of Effectiveness: Based on evaluation surveys, 83.3% school district representatives indicated that the CHARACTERplus™ program helped "districts develop ongoing district-wide plans to address the components of character education" and 66% of the educators attending the Character Education Cadre training stated that the session fit their needs and fulfilled their expectations. One survey indicated that 100% of CHARACTERplus™ teacher training workshop attendants were satisfied with the presentation and its content.

CHILDREN'S INSTITUTE INC.

Program: Primary Mental Health Project
(Primary Project)

Contact: Deborah Johnson

Address: Children's Institute,
274 N. Goodman, Suite D103
Rochester, NY 14607

Phone: (716) 295-1000 **Fax:** (716) 295-1090

Toll-free: (877) 888-7647

Web-site: www.childrens institute.net

E-mail: djohnson@childrens institute.net

Program Description: Primary Project, a school based early detection and prevention program, seeks to enhance learning and adjustment skills and other school-related competencies and to reduce social, emotional and school difficulties. Carefully selected and trained paraprofessionals provide timely, effective help to children who are just beginning to show adjustment difficulties.

Audiences: Preschool to third grade children who are having school adjustment difficulties.

Program Components: Systematic screening of all children and selection of children most likely to benefit. One to one weekly contact with trained and supervised paraprofessionals. Weekly training/supervision by school/community mental health professionals with ongoing program evaluation.

Products: Program development manual, videos, screening and evaluation tools, supervision manual.

Product Description: Manual provides all of the basic information for setting up and beginning programs. Supervision manual gives overview of types of supervision as well as support to supervisors. Videos give basic program overview as well as a series on working with acting-out children. Reliable and valid measures for evaluating social-emotional adjustment.

Program Focus: Successful school adjustment and interpersonal skills.

Staff Development: There is a three-day intensive internship available around the country. Also, there is a two-day new project training for all project staff. Recommendations for ongoing local training and staff development.

schools using products/services: 1500 nationally.

Evidence of Effectiveness: This project has been extensively researched since 1960s. There have been both controlled studies as well as ongoing evaluation at sites around the country. This program has been highlighted as one of five effective prevention program in Surgeon General's Report on Mental Health, 1999. This program has been named as a Promising Program by Expert Panel for Safe and Drug Free Schools. Lela Rowland Award for Effective Prevention Program. (National MH Association) Also, the National Association of School Psychologists has labeled this program an Exemplary Program.

COLLABORATIVE TO ADVANCE SOCIAL AND EMOTIONAL LEARNING (CASEL)

Contact(s): Roger Weissberg

Address: Department of Psychology
(m/c) 285, UIC, 1007 W. Harrison Street,
Chicago, IL 60607

Phone: (312) 413-1012 **Fax:** (312) 355-0559

Web-site: www.casel.org **E-mail:** casel@uic.edu

Program Description: CASEL is a collaborative of educators, researchers, program developers, and concerned citizens committed to establishing social and emotional learning (SEL) as an essential part of education from preschool through high school. CASEL's goals are to: advance the science of SEL, translate scientific knowledge into effective school practice, disseminate information about scientifically sound SEL educational strategies and practices, enhance teacher training, and collaborate with scientists, educators, advocates, policy makers, and interested citizens to increase coordination of SEL efforts. To meet these goals, CASEL conducts scientific reviews of the relationship between SEL and children's academic performance, citizenship, and health, evaluates the quality of SEL programs, disseminates criteria to assess effective practices, and collaborates with colleges of education on teacher training and staff development. In addition, CASEL publishes books, chapters, and journal articles on the science and practice of SEL, maintains a web site on CASEL activities, and sponsors meetings with leading scientists, educators, and child advocates.

Audiences: Educators, researchers, and community members interested in learning more about social and emotional learning techniques and research.

Program Components: Professional development.

Products: Articles, newsletter, resource materials, publications, and teachers guide.

Product Description: *Promoting Social and Emotional Learning: Guidelines for Educators*, written by the founders of CASEL, provides educators with research supporting the effectiveness of social and emotional learning and contact information for leading SEL organizations. CASEL is also preparing an "Educators Guide to Social and Emotional Learning Programs" that will be available in the Fall of 2000.

Program Focus: Caring community/empathy, conflict resolution, prevention education, citizenship, health education, leadership, and life/social skills.

Staff Development: Seminars/workshops and on-site consultations provided by CASEL executives.

of schools using products/services: na

Evidence of Effectiveness: Because CASEL does not conduct a specific program, but represents SEL in general, evidence of effectiveness is not available.

COMMITTEE FOR CHILDREN

Program(s): Second Step, A Violence Prevention Curriculum, Steps to Respect: A Bullying Prevention Program and Talking about Touching

Contact(s): Client Support Services Department

Address: Committee for Children
568 South First Avenue, Suite 600
Seattle, WA 98104

Phone: (208) 343-1223 **Fax:** (206) 343-1445

Toll-free: (800) 634-4449 x 200

Web-site: www.cfchildren.org

E-mail: info@cfchildren.org

Program Description: Committee for Children is a nonprofit organization whose mission is to promote the safety, well-being and social development of children by creating quality educational programs for educators, families and communities.

Audiences: Pre-K, elementary, intermediate and middle schools; parents and community members.

Program Components: Assessment, moral development, parent education, school-based programs, staff development, and teacher education.

Products: Articles, newsletter, publications, resource materials, visual aids, curricula, videos, and teacher guides.

Product Description: Committee for Children's internationally acclaimed curriculum, Second Step, teaches social skills to students, grades pre K-9, to reduce their risk for engaging in violent, aggressive behavior. A Family Guide to Second Step is also available to teach parents to practice and reinforce these skills at home.

Program Focus: Caring community/empathy, conflict resolution, prevention education, life/social skills, and social/emotional learning.

Staff Development: Conference presentations, seminars/workshops, on-site consultations, follow-up sessions, training for school staff, training for trainers, and parent educators training.

of schools using products/services: Approximately 10,000.

Evidence of Effectiveness: The U.S. Department of Education's 2001 Expert Panel Safe, Disciplined, and Drug-Free Schools deemed Second Step an "exemplary" program. Only nine of the 132 programs the panel reviewed received an "exemplary" rating. Second Step was the only violence prevention program to gain "exemplary" status. An independent study of Second Step, funded by the Center for Disease Control and Prevention and published in the Journal of the American Medical Association (1997), demonstrated that the curriculum leads to decreases in aggression and increases in neutral and pro-social behavior in elementary school children. In a separate 1998 evaluation, the organization Drug Strategies gave Second Step its highest rating. Additionally, the 1998 "Safe Schools Report" called the curriculum a "model program."

COMMUNITY BOARDS

Contact(s): Program Coordinator

Address: 1540 Market Street, Suite 490,
San Francisco, CA 94102-6035

Phone: (415) 552-1250 **Fax:** (415) 626-0595

Web-site: www.communityboards.org

E-mail: cmbrds@conflict.net

Program Description: Community Boards provides peer mediation and conflict resolution resources that use a systematic approach for infusing communication, problem solving, anger management, and mediation skills into students' daily lives. Community Board materials provide incremental lessons to cover social skills, as well as additional training for peer mediators, and a "problem solving classroom" model that promotes values and conflict resolution skills.

Audiences: Elementary, intermediate, middle, and high school, parents, and community members.

Program Components: Civic education, community involvement, moral development, school-based programs, staff development, and teacher education.

Products: Training manuals, curricula, videos, posters, and resource materials.

Product Description: Community Boards provides products to train elementary, middle and high school students in conflict resolution, and instruction on initiating a *Conflict Manager* program. The materials are available in English and Spanish.

Program Focus: Caring community, conflict resolution, drug, pregnancy, and violence prevention, life/social skills, moral reasoning, and service learning.

Staff Development: Seminars/workshops, on-site consultations, and follow-up sessions.

of schools using products/services: 1,000+

Evidence of Effectiveness: A 1992 study (conducted by Clark County, CA, Social Service evaluators) of two schools (grades 4-6) showed a decrease in conflicts and an increase in resolutions after program implementation. In the first year, the schools had 163 conflicts that were mediated and 138 (85%) were resolved. A second evaluation (1996) by the Harder Company using focus group interviews with key stakeholders (e.g., administrators, educators, students) in schools in their third year of program implementation found that approximately 50% of students felt it was easier to "talk things out" rather than fight and approximately 39% of students felt safer at school.

Visit the NJ Department of Education

Web-site at

www.state.nj.us/njded/chared

COMMUNITY FOR EDUCATION FOUNDATION

Program: Overcoming Obstacles
Contact: Tara J. Funk
Address: 111 John Street, Suite 1801
New York, NY 10038
Phone: (212) 406-7488 **Toll-free:** (888) 840-9606
Fax: (212) 406-7480
Web-site: www.overcomingobstacles.org
E-mail: mail@overcomingobstacles.org

Program Description: The Foundation is a national organization whose mission is to motivate young people to dream of significant accomplishments and provide them with the skills needed to achieve those dreams. Through the Overcoming Obstacles program, CEF provides teachers with the tools needed to integrate a "4th R"-Relevant skills-into the core curriculum of Reading, 'Riting and 'Rithmetic. The program offers teachers a way to make learning relevant for each student by connecting it to a familiar experience or issue. Statistics show that when young people learn the skills relevant to success including communication, decision making and goal setting, they overcome obstacles and achieve success.

Audiences: Middle and high school students, educators, guidance counselors, administrators, parents, and the community.

Program Components: Professional development workshops, curriculum materials (grades 6-12), and ongoing teacher support. Topics include goal setting, decision making, communication, problem solving, conflict resolution, study skills, leadership and service learning. Grades 9-12 curriculum also includes: fiscal planning, higher education, and career planning, job search skills, and on the job skills.

Products: *Overcoming Obstacles: A Program for Success* offers students a forum for addressing the daily issues that life presents and a structure for learning to deal effectively with them. Each lesson is designed as a blueprint to teach key concepts and skills, and teachers are encouraged to adapt and customize lessons to fit the dynamics of their classrooms. The curricula encompasses a variety of individual and collaborative learning techniques and the activities are designed to stimulate critical and creative thinking skills.

Program Focus: Personal management skills.

Staff Development: Professional development workshops and ongoing support via phone, internet, e-mail, and monthly mailings. As well as in-service programs; on-site consultations and follow-up sessions; and telephone resources and discussion.

of schools using products/services: 200+

Evidence of Effectiveness: Evaluated by the City of Los Angeles' LA Stars Youth Development and Gang Intervention and Prevention effort, 75% of students participating in this program showed a reduction in violence, 37% of students improved their grade point averages, school attendance, and behavior; and 82% improved in their personal development and overall family relationships. The City of Los Angeles cited this program as playing "a vital role in helping to improve the lives of hundreds of youth."

COMMUNITY OF CARING

Contact(s): Executive Director
Address: 1325 G Street, NW, Suite 500,
Washington, DC 20005

Phone: (202) 393-1251 **Fax:** (202) 824-0351

Web-site: www.communityofcaring.org

E-mail: contact@communityofcaring.org

Program Description: Community of Caring is a values education program that teaches community-building skills and ways to reduce self-destructive behavior. Students, K-12, learn to avoid risk-taking behaviors through responsible decision-making and thoughtful future planning, as well as through the observation of caring and responsible behavior modeled by the parents, teachers, school personnel, and community leaders participating in the program.

Audiences: Elementary, intermediate, middle, and high school; higher education (within limits), community members, parents, and businesses.

Program Components: Assessment, civic education, community involvement, moral development, service learning, school-based programs, staff development, teacher education, values across the curriculum, and family involvement.

Products: Articles, resource materials, newsletter, publications, surveys, curricula, videos, teacher guides, textbooks, and general merchandise.

Program Focus: Caring community/empathy, values in academics, conflict resolution, prevention education, ethics/moral philosophy, health education, leadership, life/social skills, moral reasoning, service learning, citizen education, and diverse populations/disability awareness.

Staff Development: An annual national conference, regional conferences, on-site consultations, seminars/workshops, and follow-up sessions.

of schools using products/services: Approximately 600.

Evidence of Effectiveness: Evaluation of more than 1,700 students in three school systems across the country, conducted by the Center for Health Policy Studies of Columbia, MD (1993), found that students involved in the Community of Caring program had stronger values in terms of helping others, paid more attention to personal health issues, and had stronger family relationships and more lasting peer relationships. Preliminary conclusions from the study indicate that the program is effective in delaying early sexual activity, reducing the rate of teenage pregnancy, promoting academic performance, and curbing high-risk behaviors.

CONTACT COMMUNITY SERVICES, INC. "NO PUTDOWNS"

Program: NO PUTDOWNS
Contact: Maralee Martin
Address: 3049 East Genesee Street
Syracuse, NY 13224
Phone: (315) 251-1400 **Fax:** (315) 251-2218
Toll-free: (800) 561-4571
Web-site: www.noputdowns.org
E-mail: noputdowns@contactsyracuse.org

Program Description: No Putdowns is a K-8 curriculum that meets your schools needs in the areas of character education, violence prevention, and life-skills building. It creates a school environment in which children feel safe to try new things, make mistakes and learn without fear of ridicule and recriminations.

Audiences: K-8 students, teachers, administrators and parents.

Program Components: Character education, conflict resolution, violence prevention, empathy, self-worth, cooperation, respect, responsibility, self-control and tolerance.

Products: Grade level manuals (Grades K-8 and middle school) for teachers to use (reproducible lessons included), posters, video, pencils, buttons, bookmarks and note cubes.

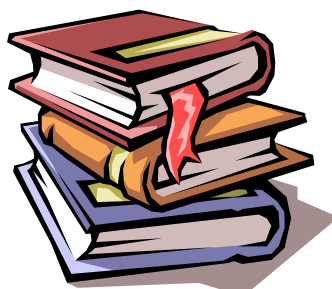
Product Description: No Putdowns consist of seven grade-level program guides, a middle school/jr. high school level program guide and a program guide for support staff. Each grade-level book provides fifty developmentally appropriate activities that extend, but are not dependent upon activities from previous grade levels. The lessons are presented through a wide array of formats.

Program Focus: Character education, violence prevention, life-skill building.

Staff Development: Two-hour staff development workshops, parent workshops, and on-line resources.

of schools using products/services: 1000+

Evidence of Effectiveness: A 1999-2000 study conducted; by Kimberly Williams of SUNY Cortland found that there were significant reductions in violent behavior such as fighting, hitting and being hit. Administrators felt there were fewer referrals and that they were handling conflicts effectively, and students were less cruel to each other.



DEVELOPMENTAL STUDIES CENTER

Program: The Child Development Project
Contact: Denise Wood
Address: 2000 Embarcadero, Suite 305
Oakland, CA 94606
Phone: (510) 533-0213 **Fax:** (510) 464-3670
Toll-free: (800) 666-7270
Web-site: www.devstu.org
E-mail: info@devstu.org

Program Description: The Developmental Studies Center is a nonprofit organization formed in 1980 to conduct research and develop school-based programs that foster children's intellectual, ethical, and social development. DSC's mission is to deepen children's commitment to being kind, helpful, responsible and respectful of others; qualities DSC believes are essential to leading humane and productive lives in a democratic society. DSC strives to help children think skillfully and analytically so they can make the most of their schooling and continue learning throughout their lives.

Audience: Elementary, intermediate, and middle school; and parents.

Program Components: School-based programs, staff development, and teacher education.

Products: Articles, resource materials, curricula, videos, and teacher guides.

Product Description: DSC offers quality resources to help educators develop a caring, collaborative learning environment where students feel a strong sense of belonging and a strong desire to learn.

Program Focus: Caring community/empathy, conflict resolution, prevention education, and life/social skills.

Staff Development: Seminars/workshops, on-site consultations, follow-up sessions, and tailored services.

#of schools using products/services: 100

Evidence of Effectiveness: Information provided upon request



DEVEREUX GLENHOLME SCHOOL

Program: Communities of Character
Contact: Mary Guilfoile, Director of Training
Address: 81 Sabbaday Lane,
Washington, CT 06973
Phone: (860) 868-7377 **Fax:** (860) 868-7894
Web site: communitiesofcharacter.org
E-mail: ct1mguil@devereux.org

Program Description: Communities of Character is a comprehensive and practical approach to character education and training which helps organizations define their core values and then implement a customized program for their own environment. Communities of Character has been developed by the Devereux Glenholme School, a residential facility that provides a therapeutic learning environment for children with learning and behavioral differences.

Audiences: Pre-K, elementary, intermediate, middle, and high schools; parents and youth workers.

Program Components: Community involvement, moral development, service learning, school-based programs, staff development, and teacher education.

Products: Resource materials and newsletter.

Program Focus: Caring community/empathy and organizational change.

Staff Development: Seminars/workshops, onsite consultations, and follow-up sessions.

of school using products/services: Over 100 workshop and seminars given to date.

Evidence of Effectiveness: Institute and workshop participants overwhelmingly rate the learning as comprehensive, relevant, and of high quality. One year follow up surveys indicate 64% of schools have made significant progress on action plans. An improved adult culture is the single greatest effect reported.



DO SOMETHING

Contact: Darrin Howard,
Dir. of Local Partnerships
Address: 423 West 55 Street/ 8th Floor,
New York, NY 10019
Phone: (212) 523-1103 **Fax:** (212) 582-1307
Web-site: www.dosomething.org
E-mail: dhoward@dosomething.org

Program Description: Do Something is a premier-provider of youth-led leadership and citizenship initiatives in k-12 schools. In the last 3 years, Do Something has worked with more than 4 million students and nearly 20,000 educators across the country to improve young people's leadership skills through meaningful involvement in their communities and the democratic process

Audiences: K-12 educators and students

Program Components: Matched to the National Assessment of Educational Progress (NAEP) Core Curriculum Standards, complements existing school character education and service learning objectives, and improves the school environment while enhancing educational opportunities. Do Something provides trained educators -- called Community Coaches -- with an easy-to-use, turnkey framework with the guidance and resources to make vibrant community service part of schools.

Products: Curricula, training, newsletter, calendar based initiatives, interactive web site.

Product Description: Easy-to-use, turnkey program and resources to insure that educators can be effective change agents in young people's lives

Program Focus: With educator support, inspiring young people to develop their own vision for a better community and design and implement community projects to turn their ideas into action.

Staff Development: Conferences, training seminars, follow-up sessions interactive online exchanges.

of schools using product/services: 4 million students and nearly 20,000 educators across the country.

Evidence of Effectiveness: Schools involved in Do Something agreed that their participation resulted in: increased student and staff morale; increased parental and community involvement; increased extracurricular activity; opportunities for young people to build strong character; and reduced discipline problems among students. Also, Do Something is working with a team of evaluators from the Center for Youth and Communities at Brandeis University to implement qualitative, longitudinal studies to measure and track Do Something's long-term impact on young people's attitudes, beliefs and action.

EDGE LEARNING INSTITUTE

Program: Unlocking Your Potential: Preparing and Inspiring Young Adults to Success
Contact: Carolyn W. Hartley, Ed.D.
Address: 15 Gristmill, Sparta, New Jersey 07871
Phone: (973)729-5125 **Fax:**(973) 729-7451
Toll Free: 1-800-858-1484
Web-site: www.edglearning.com
E-mail: hartevcarolyn@hotmail.com

Program Description: Unlocking Your Potential is a safe, dynamic and inspiring life skills curriculum that gets results. A certified Edge facilitator supported with an exciting video component guides students through an interactive process that develops winning character habits.

Audiences: Middle and high school students attending public, private, parochial, charter, vocational-technical schools in urban, suburban and rural areas.

Program Components: Potential, self-esteem, attitude management, self-motivation and discipline, change, communication skills, personal responsibility, problem-solving, goal-setting and leadership.

Products: A practical "tool kit" is given to each participant to be used throughout the course and for future reference; videos are used by the facilitator.

Product Description: A series of 14 20-min.video segments featuring a live audience of students introduces the concepts in an interesting and efficient manner. The facilitator personalizes the concepts through discussion and lively activities. The "tool kits" are available to record thoughts and respond to questions. The program can taught as a course or be integrated into the classroom over an extended period of time.

Program Focus: Students learn how to recognize their potential, build a positive self-image, accept personal responsibility, set goals and achieve them.

Staff Development: Any skilled and motivated teacher may run the program using The Leader's Guide complete with word tracks, step-by-step directions and copy-ready materials; however, if desired Dr. Hartley, an Edge certified trainer, may provide training.

of schools using products/services: 1000's of schools throughout the United States, 12 in NJ during its introductory year.

Evidence of Effectiveness: endorsements arrive from administrators, teachers, students and their parents nationwide. For example, the principal of Wapato HS (WA) reported, "The integration of UYP into sophomore English helped the entire class learn to recognize their potential and build the self-confidence necessary to stay in school." One school has made Unlocking Your Potential a required part of the freshman year. In its first year in NJ middle school, high school and technical schools have reported dramatic results in students.

EDUCARE

Contact: Lori Tedesco Singley
Address: 18 Elliot Drive, Voorhees, NJ 08043
Phone: (856) 751-2261 **Fax:** (856) 751-5356
E-mail: educarelts@aol.com

Program Description: Educare was formed in 1989 in a response to the need to offer individualized training programs to schools. Various training programs are available for staff and students: peer leadership, peer helping, peer mediation, mentoring, values clarification, self-esteem, violence prevention, diversity and tolerance, respect for others, cooperation, compassion and kindness.

Audience: Workshops for middle and high school students on mediation and conflict resolution, diversity, peer helping and leadership. Workshops for staff on implementing the above programs are also available.

Program Components: Staff development, student workshops and consultation services.

Products: Resource materials.

Product Description: Resource materials are available on conflict resolution, mediation, mentoring, prevention, self-esteem building, communication skills, tolerance, diversity and values clarification.

Program Focus: Self-awareness, prevention and education.

Staff Development: Workshops may be selected from ie. one day, two day or hourly according to the particular workshop selected.

of schools using product/services: Over 1,000 districts .

Evidence of Effectiveness: Evaluations are completed at the end of every workshop for review.



The New Jersey Department of Education does not endorse any specific program models, organizations, resources, web-sites, materials, presenters or evaluators.

EDUCATION DEVELOPMENT CENTER, Inc. (EDC)

Program: Teenage Health Teaching Modules (THTM)

Contact: Erica Macheca

Address: EDC, 55 Chapel Street, Newton, MA 02458

Phone: (617) 969-7101 (x2737) **Toll-free:** (800) 225-4276

Fax: (617) 244-3436

Web site: <http://www.thtm.org>

E-mail: emacheca@edc.org

Program Description: THTM is a successful, nationally used, and independently evaluated comprehensive school health curriculum for grades 6 to 12.

Audiences: Middle/high school students, educators.

Program Components: Themes: protection, responsibility, interdependence, and respect. Skills: self-assessment, risk assessment, communication, decision making, goal setting, health advocacy, and healthy self-management.

Products: 25 teacher guides with detailed instruction for conducting classroom lessons, copies of student handouts and transparencies, teacher training videos, student workbooks.

Product Description: THTM provides adolescents with the knowledge, skills, and understanding necessary to act in ways that enhance their immediate and long-term health. In THTM students are encouraged to challenge their assumptions, acknowledge and appreciate positive influences, understand and address negative influences, and make health decisions that are beneficial to themselves and others. Elements of this reflective process are found in all modules.

Program Focus: Mental and emotional health, healthy relationships, family life, injury and violence prevention.

Staff Development: EDC has developed a network of certified trainers located in various regions of the country who are available to provide teacher training. Those interested in training should contact EDC at (800) 225-4276 or (617) 969-7100 to identify a trainer in their state or region. All financial and logistical arrangements for teacher trainings are handled by the trainer and school district. For information on THTM training-of-trainer workshops, contact EDC.

of schools using products/services: 6,000+ grades 6-12.

Evidence of Effectiveness: THTM is the first comprehensive secondary school health education curriculum to undergo a large-scale controlled evaluation. (Results published in the January 1991 supplement to the *Journal of School Health*.) The study, conducted by Macro Systems, Inc. of Silver Spring, MD, involved 5,000 students, 150 teachers, and schools in seven states. The evaluation employed a quasi-experimental pretest, posttest control group design to assess selected THTM modules in experimental and "naturalistic" settings. THTM produced positive effects on the health related knowledge and attitudes of students grades 6-12. High school students exposed to THTM reported positive changes in several health behaviors, including a reduction in tobacco, alcohol, and other drug use. Teachers who received THTM training felt more prepared to teach the curriculum.

EDUCATORS FOR SOCIAL RESPONSIBILITY (ESR)

Program: Resolving Conflict Creatively Program (RCCP), Partners in Learning (for Secondary Schools), Stories: Conflict & Character Through Literature and Language Arts

Contact(s): Lisia Morales

Address: 23 Garden Street
Cambridge, MA 02138

Phone: 617-492-1764 **Fax:** 617-864-5164

Toll-free: (800) 370-2515

Web-site: www.esrnational.org

E-mail: educators@esrnational.org

Program Description: ESR's programs help schools to create safe, caring and respectable learning communities in which young people develop important social and emotional competencies.

Audiences: Pre-K, elementary, intermediate, middle, and high school, and parents.

Program Components: Assessment, civic education, community involvement, moral development, service learning, school-based programs, staff development, and teacher education.

Products: CD ROM/cassettes, resource materials, newsletter, surveys, curricula, videos, teacher guides, student workbooks.

Product Description: ESR provides professional development and educational materials that address conflict resolution, social and emotional learning, and diversity education. ESR's services and resources are used by preschool through grade 12 educators, as well as by parents and community members.

Program Focus: Caring community/empathy, values in academics, conflict resolution, prevention education, ethics/moral philosophy, health education, leadership, life/social skills, moral reasoning, service learning, and citizenship education.

Staff Development: Seminars/workshops, on-site consultation, follow-up sessions, and comprehensive consulting programs.

of schools using products/services: 500

Evidence of Effectiveness: A two-year study of over 5,000 children and 300 teachers from 15 public elementary schools in RCCP in New York City was initiated in 1993 by ESR Metro and carried out by Dr. J. Lawrence Aber, the principal investigator and Director of the National Center for Children in Poverty, School of Public Health, Columbia University. The findings, released in 1999, showed that children receiving substantial RCCP instruction from their classroom teachers developed more positively, saw their social world in a less hostile way, were more likely to choose nonviolent ways to resolve conflict, and performed significantly better academically.

EDUSCAPES CONSULTING SERVICES

Program: Voices of the Children:
Unleashing Emotional Literacy

Contact: Dr Francesca Plain, President

Address: 34 Woodward Avenue,
Clifton, New Jersey 07102

Phone: 973-778-8461

Fax: 973-778-3437

Email: jazzcesca@aol.com

Program Description: Voices of the Children: Unleashing Emotional Literacy engages the intellectual, emotional, and social framework for the individual. Incorporating activities such as self-esteem, class discussions, interaction with family members, artistic designs, and creative writing assignments – the six steps create a complete and holistic understanding of words which dramatically increases the probability of long term storage and spontaneous usage.

Audience: Middle and high school

Program Component: Step 1: Introducing Feeling Words; Step 2: The Real World Association; Step 3: The Personal/Family Association; Step 4: The Personal Design; Step 5: Classroom Discussion; Step 6: Creative Writing Assignment

Product Description: Teacher manual and workbook, student workbook

Program Focus: Emotional Literacy is consistent with and foundational to character education. Students require a rich vocabulary to identify, label and express diverse emotional feelings and experiences. This all goes to their effective learning as well as their emotional growth to create mature, well-adjusted people who are responsible, participating members of our society.

Staff Development: Teacher workshops, on-site modeling, and follow-up consultation.

of schools using products/services: 400+

Evidence of Effectiveness: Participating schools have shown a difference in scores that is statistically significant, indicating that students who learned emotional literacy developed a stronger emotions vocabulary than their older counterparts who were in the same school but did not participate in the program. Results indicated that the emotional literacy program strongly facilitated the “unleashing” of the participants’ ability to understand and use their emotions.

Have You Checked the Checklist?

Refer to the **Program Review Checklist** for guidance in selecting character education programs and curricula.

EMPATHIC EDUCATORS

Program: T.E.E.N. (Teaching Empathic Education Now)

Contact: Karen Wagner, M.Ed., Norman Rosen

Address: P.O.Box 227, Woodcrest Center,
Cherry Hill, NJ 08003

Phone: (856) 424-9041 **Fax:** (856) 428-1997

E-mail: KSWCH@Juno.Com

Program Description: T.E.E.N. is a proven program focusing on values and moral education that changes student behavior and the school environment. It is comprised of two distinct elements: literature based T.r.u.n.k.s. (Teaching Respect, Understanding Necessary for Kids to Succeed), and S.c.a.r.c.e. (Students Creating A Receptive Caring Environment) T.r.u.n.k.s. infuse grade and age appropriate literature into existing curriculum and complies with the New Jersey Core Curriculum Standards. The S.c.a.r.c.e. program is an interactive social group engaging in self-esteem, moral and ethical growth for both student and staff.

Audience: Grades K-12, staff, administrators, and parents.

Program Components: School-based programs, staff/professional development, student moral development and diversity appreciation, violence reduction and community-service action.

Products: Story-boards and teacher guides designed to serve specific program needs, books, articles, resource material, posters, curriculum, videos, CDs and visual aids.

Product Description: Over twenty years of continuing classroom experience means programs INDIVIDUALLY developed to expedite and maximize the classroom teaching experience.

Program Focus: Capable of responding to New Jersey Core Curriculum Content Standards, mandated Holocaust/Genocide objectives and professional-teacher development guidelines to serve staff and students needs.

Staff Development: Seminars/workshops, on-site consultation, conference presentation, follow-up sessions for school staff and training for trainers.

of schools using product/services: Over 50

Evidence of Effectiveness: As a result of this program, there was more courteous interaction in the hallways and less discipline referrals. The level of co-operation and mutual respect between staff and administration led to fewer grievances. The total respectful learning environment carried over to the community as noted by positive PTA comments.

ETHICS RESOURCE CENTER

Contact(s): Y. Tarek DeLavallade & Kathryn Sutliff
Character Development Consultants
Address: 1747 Pennsylvania Avenue, NW
Suite 400 Washington, DC 20006
Phone Number: (202) 737-2258, x 4773, 4767
Toll Free: 800-777-1285
E-mail: tarek@ethics.org (or) katie@ethics.org
Program Description:

The Ethics Resource Center (ERC) aims to assist schools with the integration of character education initiatives into their daily activities. The ERC accomplishes this task by helping schools and districts develop programs by 1) assisting in identifying their core values; 2) drawing character education out of the lessons that teachers already teach (not an add-on); 3) tailoring the initiative to the structure of each school; 4) involving faculty, students, and parents as well as local businesses and civic organizations; and 5) providing an online resource database with lesson plans, books, videos, quotes, and prominent figures. A toolkit is also available for schools to measure the progress of the character education programs already in place.

Audiences: Pre-K through 12th grade (faculty, parents and students), community members, businesses, and higher education.

Program Components: Assessment, civic education, community involvement, higher education, moral development, school-based programs, staff development, and teacher education.

Products: MAXIMIZE the Moment Family of Programs and "Not For Sale" video series

Products Description: The MAXIMIZE the Moment online weekly subscription series is a character education supplement for both teachers and parents of grades 3rd through 12th. The series encourages open discussions and expressive writing using quotes and stories of ethical dilemmas that students are faced with. Not For Sale is a video series for high schools to prepare and encourage students to exhibit ethical behavior in the workplace.

Program Focus: Values in academics, ethics/moral philosophy, leadership, life/social skills, and moral reasoning.

Staff Development: Conference presentations, seminars/workshops, on-site consultations, follow-up sessions, and training-for-trainers.

of schools using products/services: 300 +

Evidence of Effectiveness: Based on participant expectation and satisfaction pre- and post-test evaluation surveys, ERC training sessions consistently demonstrate a statistically significant increase in teachers' confidence about their character development skills and comfort in teaching character lessons.



FACING HISTORY AND OURSELVES

PROGRAM: FACING HISTORY AND OURSELVES

Contact(s): Ted Scott, Assoc. Program Director

Address: 16 Hurd Road, Brookline, MA 02445

Phone: (617) 735-1629 **Fax:** (617) 232-0281

Web-site: www.facinghistory.org

E-mail: info@facing.org

Program Description: Facing History and Ourselves' mission is to help engage students in reflection on their civic responsibilities through an in-depth examination of "difficult history". Facing History believes that students must be trusted to examine history in all of its complexities, including its legacies of prejudice and discrimination, resilience and courage. By studying the historical development and lessons of the Holocaust and other examples of collective violence, students are assisted in making the essential connection between history and the moral choices they confront in their own lives.

Audiences: Middle school and high school teachers and administrators; parents, students, and community members.

Program Components: Staff development (1-2 days workshops, 5 day institutes); website and online Campus (for FH-trained educators) contain suggested unit outlines, lessons, and teaching strategies, interactive discussions, and downloadable resources.

Products: Staff development workshops; resource books Holocaust and Human Behavior ; Race and Membership in American History: The Eugenics Movement; study guides; extensive resource lending library for trained teachers; extensive web resources. **Product Description:** Facing History provides interdisciplinary programs, resources and speakers for middle school and high school educators that relate the past to the world today. The materials are designed to help students of diverse backgrounds engage in civic education -- an education that addresses skills, values, and ideals necessary in a democratic society.

Program Focus: Character education, citizenship education, critical thinking, moral reasoning. **Staff Development:** Seminars/workshops and weeklong institutes; in-service programs; on-site consultations and follow-up sessions; online resources and discussions.

of schools using products/services: 700+

Evidence of Effectiveness: A 1996 study conducted by Robert Barr, et al., and funded by the Carnegie Foundation found that Facing History students showed significantly higher scores on relationship maturity skills and greater increases in interpersonal understanding abilities, negotiation and reflection skills than a comparison group as well as a reduction in self-reported fighting behavior and racist attitudes. Separately, the U.S. Dept. of Education National Diffusion Network (NDN) assessed the program and selected it as a model worthy of national dissemination.

FUTURE LEADERS PROGRAM

Contact: Master D. Straga

Address: 401 North Main Street
Pleasantville, NJ 08232

Phone: (609) 646-8855 **Fax:** (609) 646-8991

Web-site: www.FutureLeader.org

E-mail: futrleader@aol.com

Program Description: Mission: to develop leadership qualities in our children at an early age. Using martial arts as the vehicle, children develop strong will, and strengthen character necessary to combat negative influences and peer pressures.

Audiences: K – fourth grades, teachers, families and community leaders.

Program Components: Traditional martial arts training, teacher development, school based programs, assessment, pride within the family unit, community involvement, service learning and moral development.

Products: Karate uniforms, a room, evaluation manual, publications.

Product Description: Karate uniforms are mandatory, initiating responsibility. While providing attire for physical training, the Tang Soo Do Belt Ranking system establishes camaraderie, breaking barriers of race, gender and age, providing sense of pride and belonging. Future Leaders train as a family, creating a harmonious environment in which students earn respect and acceptance through their efforts. The Future Leaders Program encourages parents to support their children by attending program activities as well as training in martial arts. The classes are conducted in a room within, or immediately adjacent to the participating elementary school. Future Leaders Foundation will present a video, annually, and provide an individual assessment for each participating family.

Program Focus: Conflict resolution, prevention intervention education, life/social skills, moral reasoning, citizenship education, physical training.

Staff Development: Conjoint training (teachers with students), on-site consultations, conference for students and parents are available with Black Belt Instructors and/or Master Straga, evaluation training.

of students using products/services: 1 district

Evidence of Effectiveness: Documentation from elementary school principal verifying increased student achievement, lessening incidents of negative behavior by 80%, and enhanced involvement by all in the district. The response and acceptance of the families has been overwhelming. In addition to the accounts of educators, the school community has observed improved relations between teachers, administrators, parents, and children while making great strides in physical and intellectual development.

GLOBAL LEARNING, INC.

Contact: Jeffrey Brown, Executive Director

Address: 1018 Stuyvesant Avenue
Union, NJ 07083-6023

Phone: (908) 964-1114 **Fax:** (908) 964-6335

Web-site: www.globallearningnj.org

E-mail: globallearning@att.net

Program Description: The Conflict Mediators Program is a structured, student-based program that works with both adults and students to implement a student mediation service in elementary, middle, and secondary schools, grades 3—12. Student peer mediators are trained in problem solving, assertiveness, listening, and leadership skills, and mediate non-physical disputes among fellow students at school. Students with conflicts seek out or are referred to Conflict Mediators instead of fighting or relying on adults to settle their problems. (This program has been adapted from the Community Boards Program since our original training in 1987.)

Audiences: Grades 3-12 student mediators, teachers, administrators, counselors, parents, aides.

Program Components: Staff development on conflict resolution and peer mediation, student mediation training.

Products: Training and implementation manuals, resource materials.

Product Description: These materials are designed to train student mediators as well as school staff and parents in conflict resolution and peer mediation skills.

Program Focus: Conflict resolution, peer mediation, cross-cultural competency.

Staff Development: Seminars/workshops, on-site consultations, and follow-up sessions.

of schools using products/services: 60+

Evidence of Effectiveness: Responses from written participant evaluations have been consistently positive. An external evaluation of a three year project in two schools in Newark (Miller Street Elementary School and Malcolm X Shabazz High School) by Dr. Michael Knight of Kean College concluded that the Conflict Mediators Program has reduced conflicts and suspensions in schools and has had positive demonstrable results with the trained student mediators, with the students whose conflicts have been mediated, as well as with the faculty and staff of these schools.



HEARTWOOD INSTITUTE

Program: Heartwood Ethics Curriculum for Children

Contact(s): Eleanore Childs, Esq., Co-Director
and Martha Harty, Ph.D., Co-Director

Address: 425 N. Craig Street, Suite 302,
Pittsburgh, PA 15213

Phone: (412) 688-8570 **Fax:** (412) 688-8552

Toll-free: (800) 432-7810

Web-site: www.heartwoodethics.org

E-mail: hrtwood@heartwoodethics.org

Program Description: The Heartwood Institute, a nonprofit organization, promotes the understanding and practice of courage, loyalty, justice, respect, hope, honesty, and love in order to strengthen the ethical foundations of community among all people. We offer literature-based multicultural curriculums for pre-K to 6 and resources for teachers.

Audiences: Pre-K, elementary, and intermediate school; parents, community members, teachers, staff, and school administrators.

Program Components: Conflict resolution, moral development, moral reasoning, prevention education, school-based programs, staff development, and teacher education.

Products: Resource materials, curriculums, videos, teacher guides, books, and maps.

Products Description: The curriculum kits include 14 multicultural storybooks, teaching cards with discussion and activity suggestions, a world map, and teacher's manual.

Program Focus: Stories and language of ethics, morals, caring community and empathy.

Staff Development: Workshops, consultations, speakers, and training materials.

of schools using products/services: 1,000+

Evidence of Effectiveness: The most recent evaluation, by Dr. James Leming, et al. (Character Education Associates, Illinois, 1998), involved four schools and 965 students. It found significantly higher understanding and recognition of the ethical concepts among program students after one year. The study also showed increased respect for diversity in grades 1-3. Teachers reported improved conduct in focus group interviews. A four-year follow-up study in 2001 showed Heartwood students are significantly more caring and respectful than control groups, and perceive their teachers as modeling attributes. They also have fewer disciplinary referrals in middle school.

HEROES & COOL KIDS

Program: Student Leadership Team
Contact(s): Bruce Harper/Susan Rudolph
Address: P.O. Box 24, Norwood, NJ 07648
Phone: (201) 641-0699
Fax: (210) 641-1508 or (201) 750-0424
E-mail: pros@heroesandcoolkids.org

Program Description: Mentoring program-professional athletes and high profile amateur athletes train selected group of high school students to mentor fifth and six grade students.

Audience: High school and fifth and sixth grade students.

Program Components: High school leaders attend three conferences facilitated by the Heroes & Cool Kids Staff held annually at Montclair State University to kick-off each topic covered in the elementary school visits. The training is continued at the individual high school until the students are prepared to make their school visits. Heroes & Cool Kids Staff also accompany the high school students as they implement what they have learned during their elementary school visits.

Program Focus: Visitation #1 Positive Lifestyle Choices, Visitation #2 Civility, Sportsmanship, Bullying and Visitation #3 Substance Abuse Prevention.

Staff Development: Staff seminars and workshops.

#of schools using products/services: 19 schools

Evidence of Effectiveness: Letters of support.



HOME AND SCHOOL INSTITUTE/ MEGA SKILLS EDUCATION CENTER

Program: MegaSkills Education Center
Contact(s): Dorothy Rich, President and Harriett Stonehill, Director
Address: 1500 Massachusetts Avenue, NW, Washington, DC 20005
Phone: (202) 466-3633 **Fax:** (202) 833-1400
Web-site: www.megaskillshsi.org
E-mail: HSIDRA@erols.com

Program Description: The Home and School Institute designs and provides training and materials to build successful learning and achievement for children and adults in school and beyond. The special focus of the Institute is MegaSkills – the habits, behaviors, and attitudes vital for achievement. Based on thirty years of research and experience, MegaSkills focuses on the needs of adults and children as learners in school, in the workplace, and in life.

Audiences: PreK, elementary, intermediate, and middle school; parents, and community members.

Program Components: Community involvement, moral development, school-based programs, and teacher education.

Products: Articles, publications, curricula, and teachers guides.

Product Description: MegaSkills curricula address confidence, motivation, responsibility, initiative, perseverance, caring, and teamwork, and is available for classroom integration, family/community partnerships, and employability skills.

Program Focus: Caring community/empathy, values in academics, conflict resolution, ethics/moral philosophy, leadership, life/social skills, moral reasoning, and citizenship education.

Staff Development: Conference presentations, seminars and workshops, on-site training, follow-up sessions.

of schools using products/services: 3000+

Evidence of Effectiveness: The Austin Texas Independent School District (1991-1992) found that PreK-6 students whose parents attended MegaSkills Workshops showed: higher scores on statewide achievement tests, fewer discipline problems, and higher attendance rates. Test scores on the Texas Assessment Skills (TAAS) at Rico School (1998) indicated significant gains with third grade students using MegaSkills. In San Diego, CA (1999) 92% of the teachers could identify at least one child who directly benefited from MegaSkills. Lyford, TX in 2000, reported a 50% decrease in discipline problems. MegaSkills parent and classroom programs have been provided to Winslow Township, Newark, Paterson and Hackensack.

I CAN PROBLEM SOLVE

Program: *I Can Problem Solve (ICPS), Raising a Thinking Child, and Raising a Thinking Pre-teen*

Contact(s): Myrna B. Shure, Ph.D., Developer

Address: MCP Hahneman/Drexel
245 N. 15th Street, MS 626,
Philadelphia, PA 19102

Phone: (215) 762-7205 **Fax:** (215) 762-8625

Web-site: www.researchpress.com
www.thinkingpreteen.com

E-mail: mshure@drexel.edu

Program Description: Dr. Myrna Shure, an independent consultant, is an educator and author who has developed conflict resolution and violence prevention programs based on over 25 years of research and field testing nationwide. Dr. Shure and a team of national trainers are available to work with school staff and community members who want to learn problem solving ways of communicating with children, and effective means of teaching children interpersonal cognitive problem solving skills.

Audiences: Pre-K, kindergarten, primary intermediate elementary schools; parents, school psychologists, counselors, and support personnel.

Program Components: School-based and parents programs, curricula, and staff development.

Products: The curriculum is culture-free and designed to improve problem solving skills by using games and exercises that teach a prerequisite set of vocabulary words, feeling concepts, alternative solutions, and consequential thinking.

Program Focus: Conflict resolution, prevention education, and life/social skills.

Staff Development: Conference presentations, seminars/workshops, on-site consultations, and follow-up sessions.

of schools using products/services: Hundreds.

Evidence of Effectiveness: Pre-K children using *I Can Problem Solve* showed significant gains in behavior adjustment, impulse control, and inhibition after ICPS training. Students (grades 5/6) improved positive, pro-social behaviors (e.g., caring, sharing, cooperating) and decreased negative behavior (e.g., aggression, impatience) after one 4-month repeated exposure. Standardized achievement test scores and reading grade book levels also improved. Longitudinal studies of students trained by teachers and/or parents in K and/or grade 1 showed significant and maintained improvements in aggression, inhibition, ability to delay gratification, pro-social behaviors, and academic achievement three years later, in grade 4 (Shure et al., (1982) *American Journal of Community Psych.*, and other articles).

Visit the NJ Department of Education

Web-site at

www.state.nj.us/njded/chared

INNERCHOICE PUBLISHING

Program: Impact

Contact(s): Cathy Winch, Distributions Manager

Address: 24426 S. Main Street, Unit 702
Carson, CA 90745

Phone: (310) 816-3085 **Toll Free:** (800) 662-9662

Fax: (310) 816-3092

Web-site: www.jalmarpress.com

E-mail: jalmarpress@att.net

Program Description: 7-12 level: Impact: A Self Esteem Based Skill-Development Program for Secondary Students. This "sharing circle" driven program facilitates the growth of secondary students by teaching the skills that are essential to life-long learning and success. Over 200 motivating student activities are cross-correlated to curriculum content and are grouped into 11 themes: Communicating Effectively; Self-Awareness; Making Decisions; Setting and Attaining Goals; Solving Problems; Relating to Peers; Team Building; and Careers. Leadership 2000: Preparing Teens for Life, Work and Leadership. The most complete, relevant and up-to-date activity driven life skills and leadership program available. Contains a curriculum guide and reproducible activity sheets. Covers the following topics: Wellness & Fitness, Interpersonal Skills, Friendship, Inclusion and Interdependence, Goal Setting, Decision Making & Problem Solving, Team building, Leading & Following, The Leader's Tool Kit, conflict Resolution, Self-Determination & Personal Mastery, Peer Coaching, and Responsibility & Community Outreach.

Audience: Middle and high school level students.

Program Components: Impact includes a curriculum guide, a book containing additional fully developed circle session discussion topics, a circle session rules poster, a packet of student worksheets reproducible masters, and four circle session procedure sheets to facilitate student leadership. Leadership 2000 includes the Leader's Manual and Curriculum guide and reproducible Student Workbook Sheets.

Program Focus: Both programs are meant to develop "character-conscious" students who become compassionate life-affirming members of society, who have the skills to carry out that commitment, and who are dedicated to life-long learning.

Staff Development: Each program can be run by a school independent of outside consulting help.

of school using products/services: Impact has been implemented in over 5000 schools nationwide.

Evidence of Effectiveness: Impact was originally developed for the New York City Board of Education and was evaluated for effectiveness and ease of use during the entire development stage. Leadership 2000 was developed for the U.S. Department of Health and Human Services and was extensively field tested for effectiveness and ease of use in Texas and through the Office of Migrant Education in California.

INNOVATIVE LEADERSHIP OF THE DELAWARE VALLEY

Program: Being Yourself/I-Sight Program
Contact: Ellen Hohmann, President
Address: 732 Society Hill Blvd., Cherry Hill, NJ 08003
Phone: (856) 489-8665
Web-site: innovativeleadershipdv.com
E-mail: ehohmann@innovativeleadershipdv.co.

Program Description : A comprehensive character education development program designed for youths with complementary workshops for educators and parents. The program helps youths and adults manage themselves more effectively when relating to people and situations. The participants learn how they experience success, and may at times inhibit or limit the success they experience.

Audience: 12-18 years, educators, parents.

Program Components: The program utilizes a research-based instrument for self-assessment and is presented as ten one hour lessons to students in a classroom on a variety of small group settings. The instructor has the flexibility to present the lessons in a format that meets scheduling needs and is easily integrated into existing curriculums. Complementary workshops (half day) for educators and parents are recommended to complete the cycle necessary for a comprehensive approach to character education.

Products: Program includes self-assessment instrument, workbooks, facilitator guide, handouts and overheads.

Product Description: The Being Yourself curriculum is easy to follow for both students and teachers utilizing active learning experiences. The participant's workbook and learning instrument is simple but creative. The facilitation guide is well organized and informative. Each lesson provides a plan or can be used as a guide. Materials can be purchased separately or as a package.

Program Focus: The curriculum focuses upon developing enhanced self-awareness and self-management competencies as well as laying a foundation for improved social skills. Participants begin to gain a more realistic perspective of self as well as a greater understanding and appreciation of others. The program presents important and timely concepts that can immediately be transferred into actions applied to every day life.

Staff Development: Facilitation and curriculum training workshops for educators are available to support implementation. Optional in-service/Professional Development and developmental sessions can be conducted for the staff.

#of schools using products/services: Curriculum materials have been purchased for schools in twenty-six different states, Canada and United Kingdom since January 2000. Over 10,000 self-assessment instruments have been purchased.

Evidence of Effectiveness: Evaluations submitted by teachers, principals and educators indicate the excellence of course materials, ease of usage, relevance and appropriateness of topics. Many educators report a noticeable improvement in behavior over time. Testimonial letters from educators are available upon request. Participants enjoy the active learning and report the curriculum to be "fun".



INSTITUTE FOR GLOBAL ETHICS

Program: Education Program
Contact(s): Pat Born, Paula Mirk, Abby Kidder and Steve Shaffer
Address: P.O. Box 563, Camden, ME 04843
Phone: (207) 236-6658 **Toll-free:** (800) 729-2615
Fax: (207) 236-4014
Web-site: www.globalethics.org
E-mail: education@globalethics.org

Program Description: The Institute for Global Ethics' Education Program for schools promotes developmentally appropriate critical thinking skills that contribute to "ethical fitness."TM Ethical fitness includes the ability to understand the role of ethics in a changing world, to use a language of ethics, and to analyze, resolve, and act on ethical dilemmas.

Audiences: Elementary, intermediate, middle, and high school; community members, higher education, and businesses.

Program Components: Long term school-based or district-wide programming, including, school climate benchmarking, staff development workshops on values-based teaching, learning and leadership, and community forums.

Products: Articles, resource materials, publications, curricula, videos, and teacher guides.

Product Description: IGE provides core curricula for building ethical decision making skills in students grades K-College as well as materials addressing ethics as it relates to: service learning, environmental education, social studies and at-risk youth.

Program Focus: Moral reasoning skills, ethics/moral philosophy, service learning, citizenship education, conflict resolution, codes of ethics.

Staff Development: Seminar/workshops, on-site consultations, and follow-up sessions.

of schools using products/services: 1500+

Evidence of Effectiveness: In a comparison study of three school populations conducted by Dr. James Leming of Southern Illinois University (1999), pre- and post-program surveys indicated that students who engaged in service learning complemented by the Institute's curriculum showed a deepened understanding of issues, increased empathy and problem-solving skills, and a stronger commitment to moral values.



INSTITUTE FOR THE DEVELOPMENT OF CHARACTER AND COMMUNITY

Program: Road To Success, Trait of the Week Program
Contact: Rudy Bernardo
Address: 7101 Dominican Drive, Dayton, OH 45415
Phone: (937) 836-7396 **Fax:** (937) 836-7396
E-mail: rbernardo@dayton.net

Program Description: This program: prepares school and interested community members for initiating a comprehensive approach in developing successful character-based school improvement leading to increased student academic achievement; creates an environment in which positive character traits and behaviors are modeled, internalized and actualized; creates understanding, involvement, and support among parents, community leaders, businesses, churches, media, and higher education for school improvement through character education.

Audiences: Pre-K, elementary, intermediate, middle and high school; support staff, administrators, board members, parents, community members, and business leaders.

Program Components: Assessment, staff development, transformation process, immersion and infusion process, creating positive climate and culture, parental involvement, service learning, and businesses/churches/media involvement.

Products: Videos, articles, assessment instruments, principals/teachers guide, resource materials.

Product Description: Assessment instruments measure: effects of character education upon school culture and climate, evidence of transformations in the behaviors and perceptions of students, teachers, and parents. Resource materials provide practical suggestions on how to model, internalize and actualize good character.

Program Focus: School transformation, immersion and infusion process, modeling, parental involvement, business/church/media involvement, and increasing student academic achievement.

Staff Development: Keynote speeches, seminars/workshops, on-site consultations, mid-year follow-up visits, and assessments.

of schools using products/services: 202 schools- Alberta, Canada; 50 schools- Barnaul, Russia; American Schools in Egypt, Italy; 2000 schools in the United States.

Evidence of Effectiveness: Longitudinal study done by the University of Dayton.

INTERNATIONAL CENTER FOR LEADERSHIP IN EDUCATION, INC.

Program: Character-Center Teaching
Contact: Willard R. Daggett and Martin J. Marrazo
Address: 1587 Route 146, Rexford, NY 12148
Phone: (518)399-2776 **Fax:** (518) 399-7607
Web-site: www.daggett.com
www.characterdevelopment.com
E-mail: info@daggett.com

Program Description: Character-Centered Teaching, provides a framework for integrating character education into each teacher's style of instruction. Character-Centered Teaching is based on the idea that developing good character in students begins with the teacher modeling positive attributes and coaching students to learn and practice the guiding principles of responsibility, respect, contemplation, compassion, initiative, adaptability, perseverance, honesty, optimism, trustworthiness, courage and loyalty. Character-Centered Teaching is based on research that shows that character education works best when it is infused in the curriculum and integrated into the entire fabric of school life.

Audiences: K-12 students, educators and administrators, parents and community members.

Program Components: Specific components of Character-Centered Teaching include: history, background, and rationale for character education, awareness activities, community involvement and support, curriculum based programs and tools, and strategies for teachers. **Products:** Character-Centered Teaching resource kit, videotapes, publications, newsletters, education articles, technical assistance, conferences, academies and professional development.

Product Description: This program was developed with teachers, principals, superintendents, school psychologists and others in mind who wish to develop or enhance character education programs.

Program Focus: The program focuses on helping school districts and communities implement a comprehensive character education initiative.

Staff Development: Academies, customized workshops and in-service programs, onsite consultations, technical assistance, print resources, and online resources.

of schools using products/services: 1998-99 this program was implemented on a statewide basis in Arkansas and in hundreds of schools across the country.

Evaluation of Effectiveness: Students who participated in these programs showed: higher academic achievement, better emotional self-awareness, better control of anger, less aggressive

JALMAR PRESS

Program: The Esteem Builders' Complete Program
Contact: Cathy or Bradley Winch
Address: 24426 S. Main Street, Suite 702
Carson, CA 90745
Phone: 800-662-9662 **Fax:** 310- 816-3092
Website: www.jalmarpress.com
Email: jalmarpress@att.net

Program Description: A fully-integrated, comprehensive K-8 program for students, teachers, parents, trainers, school support staff, and the community to improve achievement, behavior and school climate. Based on over 20 years of researched and field-tested strategies, the program provides a sequential model designed to help Build Character, Conflict Resolution Skills, Develop Social, Emotional and Personal Competence and Responsibility, Problem Solving Skills, Increase Student Resilience, Self-Acceptance, Coping Skills, and Create a Positive School Climate where learning can flourish. All of the student activities are fully cross-correlated to curriculum content and to grade levels so that teachers can easily drop them into their existing lesson plans. The entire program contains over 1200 activities that are cross referenced throughout the individual components.

Audience: K-8

Program Components: 1) The Teacher Curriculum Guide (with over 250 activities to use with students) 2) Staff Development Guide 3) Home Component 4) Trainers Manual 5) Audio Cassettes 6) Posters for Classroom 7) Resource Book 8) Overview of Entire Program

Program Focus: Character Development, Personal, Emotional and Social Competence and Responsibility, Problem Solving Skills, Conflict Resolution Skills, Resilience, Self-Acceptance, Coping Skills, Positive School Climate

Staff Development: One of the eight components of the program is dedicated to Staff development.

of Schools using product: Thousands of educators worldwide are utilizing the curriculum guide.

Evidence of Effectiveness: A pilot study was done over a period of one year involving 1030 students in 3 different schools in North America. The teachers were required to use at least one 15 minute activity from the curriculum guide three times a week for the year study. The results were analyzed by statistical consultants at Wright State University showed significant increases in 11 academic self concept behaviors in all students at all sites. There was a 46% reduction in detention incidences, 41% reduction in physical aggression incidences, 36% reduction in verbal aggression incidences. 80% or greater of teachers at all sites perceived significant changes in students' prosocial behaviors.

JOHN TEMPLETON FOUNDATION

Program: *Laws of Life* Essay Contest
Contact(s): Peggy Veljkovic, Coordinator
Address: Five Radnor Corporate Center,
Suite 100
100 Matsonford Road,
Radnor, PA 19087
Phone: 610 687-8942 **Fax:** 610 687-8961
Toll-free: (800) 245-1285 (U.S. only)
Web site: www.lawsoflife.org
E-mail: veljkovic@templeton.org

Program Description: The *Laws of Life* Essay Contest provides young people with an opportunity to reflect on and write about their own "laws of life," those core values, such as honesty, hard work and compassion that will guide them throughout their life. The essay contest has been adopted by schools and communities across the U.S. and around the world. The contest promotes community involvement and collaboration among educators, business leaders, and community members as they work together to organize and sponsor a contest.

Audiences: Elementary, intermediate, middle, and high school; parents, community members, higher education, and business leaders.

Program Components: Community involvement, moral development, and school-based programs.

Products: ALL FREE: articles, resource materials, newsletter, publications, videos, teacher guide, and program manual.

Product Description: The products are designed to provide user-friendly guidelines on how to organize and secure funds for the contest, implement the contest in the classroom, coordinate the judging process and awards event, and publish the award-winning essays.

Program Focus: Caring community/empathy, values in academics, life/social skills, moral reasoning, citizenship education.

Staff Development: Seminars/workshops, on-site consultations, follow-up sessions, and tailored technical assistance.

of schools using products/services: 300

Evidence of Effectiveness: As many testimonials indicate, superintendents, principals, teachers, students, parents, sponsors, opinion leaders, and community members who have taken part in the contest highly praise the goals and approach of the program. Students report a better understanding of their personal values as a result of the contest and educators/administrators state that the program has had a positive impact on their school climate and community.

KELLOGG/KEENER CONSULTING

Program: Activity books for every facet of your character education program: ***A Celebration of Character, Character Building & Reading Mastery*** and ***DISCIPLINE, Handle with Character***

Contact: Sally Keener and Harold Kellogg
Address: PO Box 221, 4711 Hope Valley Rd.,
Durham, NC 27707

Toll free phone: 866 815-2729 **Fax:** (972) 733-7232

Web-site: www.kkconsult.com

E-mail: info@kkconsult.com

Program Description: Each of these resource/activity books is teacher-created, research-based and field-tested for documented classroom success. They provide focus, relevance and specificity to the concepts of good citizenship and character. ***A Celebration...*** is a collection of higher order thinking activities and instructional strategies to integrate character as a logical, natural component of current lesson plans and academic content. ***CB&RM*** combines reading comprehension mastery activities with character development activities. Improve reading scores *and* integrate character development. ***DISCIPLINE...*** is a collection of activities for students in a discipline setting (in-school suspension, detention, etc.) that provides activities for a student to reflect on behavior choices and their consequences and relate behavior to character.

Audiences: ***Celebration...***— all levels; ***CB&RM*** — grades 6-9; ***DISCIPLINE...***— middle school and high school

Program Components: All books contain hands-on activities, guidelines for assessment, extension and enrichment options, instructions/strategies for integration into academic content.

Products: Curriculum overview, teacher guides, student activity sheets, resource materials, grading guides/rubrics

Product Description: These books may be used independently to address specific initiatives, or together for a comprehensive character education program. They provide opportunities to capture teachable moments, build academic skills, and are designed for flexibility of application/implementation to align with program formats and goals.

Program Focus: Relevant applications and processing of character traits utilizing higher order thinking and problem-solving, plus facilitated growth in reading skills.

Staff Development: School or district on-site, customized workshops; conferences

of schools using products/services: Over 500

Evidence of Effectiveness: Field-research data on results of implementation of these resources; teacher and administrative testimonials

LEARNING FOR LIFE



NEW JERSEY CHARACTER EDUCATION PARTNERSHIP



Contact(s): John Anthony, National Director
Address: 1325 W. Walnut Hill Lane,
Irving, TX 75015-2079
Phone: (972) 580-2428 **Fax:** (972) 580-2502
Web-site: www.learning-for-life.org
E-mail: Janthony@netbsa.org

Program Description: Learning for Life is an educational program designed to meet the needs of youth and schools. It helps youth address the challenges of growing up by teaching character and good decision-making skills and then linking those skills to the real world.

Audiences: Elementary, intermediate, middle and high school; community members and businesses.

Program Components: Assessment, civic education, community involvement, moral development, service learning, school-based programs, staff development, and work site-based programs.

Products: CD ROM/cassettes, curricula, videos, and teacher guides.

Product Description: Developed by professional educators and child-development experts, the Learning for Life curriculum has three basic components: school-based learning, connecting activities, and work-based learning. Combined, these components provide a structure through which youth learn the value of respect and responsibility while discovering a world of career opportunities.

Program Focus: Caring community/empathy, conflict resolution, prevention education, ethics/moral philosophy, leadership, life/social skills, moral reasoning, service learning, and citizenship education

Staff Development: Seminar/workshops, on-site consultations, and needs assessments.

of schools using products/services: 20,000

Evidence of Effectiveness: A pre- and post-test comparison of 2,500 students grades 2, 4, and 6 (half using the Learning for Life curricula and half not) found that students in the Learning for Life classes showed a 20% gain in appropriate responses from pre-test to post-test compared to a 6% gain with non-Learning for Life classes. Second grade students showed the greatest gain in the number of appropriate responses, suggesting the importance of reaching students at an early age. Teachers of the Learning for Life classes noted a statistically significant improvement in classroom behavior. (The study was conducted by Syndics Research Corp. & Dr. Kevin Ryan of Boston University.)



LEARNING PEACE

Contact: Naomi Drew
Address: 47 Lawrence Dr.,
Lawrenceville, NJ 08648
Phone: (609) 844-1138 Fax: (609) 844-1166
Web-site: www.Learningpeace.com
E-mail: win47win@aol.com

Program Description: Conflict resolution/Anger Management/ Bully-Proofing. This nationally recognized program provides in-service training for teachers and administrators to reduce conflict and build a climate of respect. Proven skills, thoroughly field-tested, used in schools since 1986. Participants learn practical, hands-on strategies including: Making your school a "put-down free zone"; Six steps that get kids to talk out problems rather than fight; Teaching them how to listen; Reducing bullying; Creating more peaceful classrooms

Audiences: Elementary/middle school educators, administrators, counselors, child study teams. Parent workshops also available.

Program Components: Staff development, elementary/middle school education, school-based programs, parent involvement.

Products: Nationally/internationally used books by Ms. Drew- Learning the Skills of Peacemaking, The Peaceful Classroom in Action, and Peaceful Parents, Peaceful Kids, and Hope and Healing: Peaceful Parenting in an Uncertain World.

Product Description: Learning the Skills of Peacemaking has over 50 lessons for K-6 teachers showing practical ways to teach respect, conflict resolution, and personal responsibility. No other materials needed; also gives step-by-step plan for setting up a peer mediation program. The Peaceful Classroom in Action shows K-5 teachers how to integrate peacemaking skills with writing and literature. Contains 21 lessons. Peaceful Parents, Peaceful Kids and reinforces what's being taught in school: fostering respect, listening effectively, resolving conflicts and more. Hope and Healing shows parents and teachers how to help kids deal with the acceleration of violence in our world. Includes stress reduction and ways to make a difference. Free e-newsletter also available. To receive "Peaceful Parenting" go to LearningPeace.com.

Program Focus: Respect, personal responsibility, empathy, and fairness.

Staff Development: Two-day, full day and half-day teacher trainings, parent workshops, on-site consultations, demo lessons with follow-up; how to create a whole school program.

of schools using products/services: This program is being used by hundreds of thousands of educators and parents nationally and internationally.

Evidence of Effectiveness: Schools using this program have reported decreases in conflicts as high as 75% to 85%. A study conducted under a NJDOE grant showed a highly significant increase in children's abilities to resolve conflicts and a decrease in fighting. A study conducted under the auspices of the National Foundation for Improvement of Education showed a highly significant increase in the self-esteem of children participating in this program.

LIFE SKILLS: BUILDING BLOCKS FOR SUCCESS

Contact: Joe Elliott c/o Innovative Learning
Address: 410 Elgin Ave, Suite F,
Forest Park, IL 60130
Phone: (708) 488-1099 **Fax:** (708)-488-1098
Toll-free: (800)-488-1175
Web-site: innovative-learning.com
E-mail: Joe @ innovative-learning.com

Program Description: Life Skills is a complete curriculum covering 5 themes at each grade level: *Productive Mindset, Teamwork, Communication, Study Skills* and *Careers*. The 5 themes have 5 lessons each or 25 lessons total for each grade.

Audience: K-8

Program Components: Life Skills consists of: 1.) *Teacher Lesson Plans*; 2.) *Teacher Resource Kits* (including transparencies, teacher sheets, posters, hand puppets, audiocassettes; and other support materials) and 3.) *Student workbooks*.

Product Description: Life Skills was developed over 15 years utilizing classroom teachers (the program was launched nationally in November 1999). The final editorial review included 15 public and private school National Trial Sites in 10 states representing urban, suburban and rural school populations.

Program Focus: Life Skills covers social and communication skills. Each lesson is infused with positive character traits. Concepts that are emphasized include: making judgments, best choice thinking, problem solving strategies, setting goals, making plans, analyzing, modeling, working with others, manners, resolving conflicts, following rules, interacting with adults, considering others, active listening, fairness and honesty, prejudice and stereotypes, negotiation and compromise, budgeting your time, understanding directions, body language, mentors and role models and handling assessments.

Staff Development: Innovative Learning provides in-service training whenever a school adopts the program.

of schools using product/services: 500+; schools in 35 states now use the program; this number is increasing monthly.

Evidence of Effectiveness: In an independent study at one school, the out-of-class referrals decreased 81% during the first 6 months of the program's implementation. A longitudinal study of graduates of the program charted a 98% on-time graduation rate and 73% of the graduates had attended or were currently attending college.

LIFESKILLS TRAINING

Program: *LifeSkills Training*
Contact: National Health Promotion Associates, Inc. (NHPA)
Address: 141 S. Central Ave. Suite 208
Hartsdale, NY 10530
Phone: (914) 421-2525 **Fax:** (914) 683-6998
Toll Free: (800) 293-4969
Website: www.lifeskillstraining.com
E-mail: stinfo@nhpanet.com

Program Description: *LifeSkills Training* is a groundbreaking substance abuse prevention program based on more than 20 years of scientific research. It is comprehensive, interactive and penetrating in its dynamic approach to addressing the underlying causes of tobacco, alcohol and illicit drug use.

Audience: elementary and the middle/junior high school students

Program Components: There are three major components that cover the critical domains found to promote drug use. The three components include: *Drug Resistance Skills, Personal Self-Management Skills, and General Social Skills.*

Products: Teacher's Manual and a Student Workbook for each level of the curriculum, relaxation audiotape, and videos.

Product Description: The middle school curriculum consists of 30 class sessions of 45 minutes duration, to be conducted over three years. The elementary school curriculum is comprised of 24 class sessions of 30 to 40 minutes duration.

Program Focus: *LifeSkills Training* provides students with the skills needed to avoid high-risk behaviors. Combining coaching and practice with peer interaction and provider intervention, the program strengthens student abilities.

Staff Development: The *LifeSkills* Teacher Training Workshops are offered to all providers and are designed to prepare them to deliver the curriculum with content and process fidelity. NHPA also provides ongoing technical assistance, evaluation support, and newsletters.

of schools using products/services: 3,000

Evidence of Effectiveness: Dr. Gilbert Botvin, the developer, and his colleagues have conducted evaluations using the most scientifically tested instruments, making it the most extensively evaluated school-based drug prevention program available. It has shown to reduce regular smoking by 56 to 66 percent without booster sessions. With booster sessions, reductions as high as 87 percent have been observed.

Other Programs Offered: NHPA has developed a Parent Program, including a guide and video to help parents enhance their children's social skills and strengthen drug-related resistance skills. A student CD-ROM is being developed to enhance the school-based prevention program.

M.B. FLIPPEN & ASSOCIATES: LEADERSHIP SOLUTIONS

Contact: Karen Fullbright
Address: 1199 Haywood Drive,
College Station, TX 77845
Phone: (800) 499-5181 **Fax:** (979) 693-8458
Toll-free: (800) 499-5181
Web-site: www.leadershipsolution.com
E-mail: karen.fullbright@leadershipsolutions.com

Program Description: The vision began over 25 years ago working with kids through counseling. These kids had no deep meaningful relationships with adults and lacked standards and principles leaving them with no expectation for success. M.B. Flippen and Associates became dedicated to helping kids make good choices. Flip said, "If you have a child's heart, you have his head." Through trainings and staff development, thousands of school teachers and administrators have learned how to build better relationships with students by helping schools create a safe environment for teaching and a better environment for learning.

Audiences: Kindergarten, elementary, middle and high school students, educators and administrators, parents, community organizations, and business leaders.

Program Components: Leadership and moral development through principle-based decision making, developing and maintaining self-managing classrooms, school based programs: Keystone and Teen Leadership, staff development, teacher education and community involvement.

Products: Keystone Curriculum, Teen Leadership Course Leader Guide and student manuals, newsletter and videos.

Product description: Keystone is a grade specific Character Education and Leadership Development program for K-5. Teen Leadership is a Character Education and Leadership Development elective for Middle and High School. This class is approved for course credit in some states.

Program Focus: Keystone curriculum focuses on the 9 principles of living (kindness, courage, self-control, forgiveness, respect, diligence, loyalty, honesty, and confidence). Teen Leadership teaches personal responsibility, decision making, social and communication skills, goal setting and much more.

Staff Development: One-day in-services, three-day retreat trainings, conference presentations and keynote, onsite consultations, and follow up sessions.

of schools using products/services: Over 1,000,000 students are affected by "Capturing Kids' Hearts" and "Building Champions" principles. We have trained over 100,000 educators and community members.

Evidence of Effectiveness: Will be provided upon request.

NATIONAL BETA CLUB

Contact: D. Frank McLane
Address: 151 Beta Club Way
Spartanburg, SC 29306
Phone: (864) 583-4553 **Toll-free:** (800) 845-8281
Fax: (864) 542-9300
Web-site: www.betaclub.org
E-mail: fmclane@betaclub.org

Program Description: The National Beta Club is an academic, leadership, service organization with emphasis on character development. The National Beta Club was founded in 1934.

Audiences: Grades 5-8 (Junior Beta Club) and Grades 9-12 (Senior Beta Club).

Program Components: Character Development, building leadership skills, recognizing and honoring academic achievement, encouraging service to schools and community, granting scholarships and providing technology to enhance the overall academic and social components of education.

Products: Student publication that is a teaching tool and outlet for creative expression. College and career guide. Parents magazine. Beta Web = Internet educational component (unlimited practice for the ACT, SAT and PSAT testing and 1,800+ homework helpers).

Product Description: The National Beta Club is a school-based organization that provides programs, activities and publications stressing character, service, achievement and leadership.

Program Focus: Character, achievement, service, technology and leadership.

Staff Development: State and national conventions with academic competitions, talent competitions, election of officers, motivational speakers, and social interactions. In addition, National Education Conferences are offered for counselors and administrators.

of schools using products/services: There are 7,866 Beta Clubs in the United States and abroad.

Evidence of Effectiveness: The National Beta Club is the largest independent non-profit, educational youth organization in America. There are over 5 million alumni in the organization. Some of these alumnus include Heather French, Miss America 2000; Millard Fuller, Founder of Habitat for Humanity; F. David Matthews, President of Charles F. Kettering Foundation; Diane Sawyer, ABC's Good Morning America; Laura Alexander, former United States Secretary of Education; Mary Sue Terry, Attorney General-Common Wealth of Virginia; Tricia Yearwood, Country Music Singer; Shawutel Smith, Miss America 1996; Herschel Walker and Archie Manning, Professional Football Players; Dr. Alex Haller, Pediatric Surgeon at Johns Hopkins Hospital; James B. Hunt, former Governor of North Carolina; Leeza Gibbons, syndicated Leeza Live Television Show; Justin Timberlake, N SYNC Musical Group; Laura Alexander, Fmr. US Secretary of Education. Blout, Author.

NATIONAL CENTER FOR YOUTH ISSUES

Contacts: Jack Currier and John Connor
Address: P. O. Box 22185,
Chattanooga, TN 37422
Phone: (800)477-8277 **Fax:** (423) 899-5714
Web-site: www.centerforyouthissues.org
E-mail: jcurrier@ncyi.org

Program Description: National Center for Youth Issues is a national organization whose mission is to provide character building resources to communities, schools, organizations and individuals enabling them to model and teach children and youth the importance of embracing and practicing lifelong, healthy behaviors.

Audiences: Elementary, middle and high school students; educators, administrators and counselors at the school and district level; parents, business leaders and community groups.

Program Components: Character education assessment, staff development, community involvement, school-based programs and moral development. Also, STARS (Students Taking A Right Stand) an in-school substance abuse, anger management and prevention program.

Products: Curricula, videos, teacher's guides, puppets, publications, interactive web-site: charactereducation.net, CD ROM, visual aids, student workbooks, parent/student and parent/teacher resources.

Product Description: National Center for Youth Issues offers a variety of materials that address all the major issues America's children and youth are facing today: character development, bullying, substance abuse, anger management, violence prevention, youth sexuality, divorce and grief.

Program Focus: Character education and promoting healthy behavior in children and youth through the distribution of resources developed by leaders in this movement, such as Drs. William Bennet, Thomas Lickona, Hal Urban and Philip Vincent; and the creation and distribution of resources determined to be supportive of the efforts of our teachers in delivering the character message.

Staff Development: Seminars, workshops, in-service programs, conference presentations and conference management.

of schools using products/services: over 28 covering all 50 states and Canada.

Evidence of Effectiveness: Evidence of this program being a success is that over 28,000 schools in the United States and Canada are using or have used this program.

NATIONAL CHARACTER EDUCATION CENTER

Program: Values in Action!
Contact: Gene A. Bedley
Address: 8 Las Plumas, R.S.M., CA 92688-3432
Phone: (949) 888-6826 **Toll-Free:** (800) 229-3455
Fax: (949) 888-2670
Web-site: www.ethicsusa.com **E-mail:** ethicsusa@home.com

Program Description: This comprehensive Character Development program is based on 7 core ethical virtues all with a specific body reference point. Programs can download from the Web-site.

Audiences: Pre-K12 Students, Teachers, and Parents.

Program Components: Program includes solutions and strategies for strengthening students in: Best Result Thinking, Respect, Integrity, Compassion, Perseverance, Cooperation, Initiative (responsibility).

Products: Multi Faceted Resources both current (Notebooks) and developmental from teachers in the Values in Action! Network (Monthly Newsletters), Music (Character Classics) Resource and supplemental Materials (Posters and Videos). Comprehensive Web-Site resources including Ethic Links and 1000+ pages Data Bank for schools in the Network.

Product Description: Power point overview of 2001-2002 Program for School Committees, PTA, Board of Education and parent groups. Coordinators Guide with Value Venture Steps to guide school based committees; two teachers Guides and Monthly Values in Action Newsletters. Attitude Umbrella- Character Lessons for Life- "C" shirts (Character Shirts) Parent, Teens, and School Responsibility Posters. CD's or Cassette Character Classic music (2 Series) Comprehensive Seminar workbooks for Teacher Seminars and several professional books.

Program Focus: Training teachers and students in how to build an Ethical community and live your life on purpose. The focus of the program is to build an awareness of the 7 Core Ethical Virtues that help you live your life on purpose. The trademark for Values in Action! is, each Virtue is tied to a body reference point.

Staff Development: Keynote topics and workshop themes including: "The Kids Who Changed My Life" (Mr. Bedley, National Educator of the Year reflects on his 33 years as a leader in education), Character Centered Classroom Focus on the Ethic Education, "The Big 'R'-Responsibility" Keynote, Respect Factor, Discipline and the Difficult Child, The Five Ps of Raising Responsible Children, Strengthening Character in your Children, and Seven Habits of Effective Parenting.

of schools using products/services: 5000 schools including schools in 33 states, Singapore, Philippines, Russia, and Canada.

Evidence of Effectiveness: Over 400 students were trained in value based education at Gene Bedley's school in Irvine, California. The students are sharing annually the seven core ethical virtues taught in Elementary school. Emperor School in San Gabriel in the Values in Action! Network was chosen as one of the National Schools of Character and has some of the highest test scores in California for a Title 1 school.

NATIONAL YOUTH LEADERSHIP COUNCIL

Contact(s): Joy DesMarais, Director,
Strategic Youth Initiatives
Address: 1910 West Country Road B,
St. Paul, MN 55113
Phone: (651) 631-3672 x232
Toll-free: (800) 366-6952 **Fax:** (651) 631-2955
Web-site: www.nylc.org
E-mail: NYLCinfo@nylc.org

Program Description: NYLC's mission is to engage young people in schools and communities through innovation in learning, service, leadership, and public policy. NYLC produces and offers state-of-the-art curriculum materials and training resources for educators and young people.

Audiences: Pre-K, elementary, intermediate, middle, and high school; parents, community members, higher education, and businesses.

Program Components: Assessment, civic education, community involvement, higher education, service learning, school-based programs, staff development, teacher education, leadership development, and multicultural education.

Products: Articles, resource materials, newsletter, publications, videos, and teacher guides.

Product Description: NYLC provides resources and training in diversity, action planning, youth-adult partnerships, and youth governance. NYLC organizes national youth leadership camps, service-learning training, and regional youth-based initiatives.

Program Focus: Leadership, service learning, and citizenship.

Staff Development: Annual national conference, seminars/workshop, on-site consultations, follow-up sessions, and technical assistance.

of schools using products/services: 25,000+ **Evidence of Effectiveness:** A survey conducted by NYLC assessing ninth and tenth grade students involved in service learning in six school districts over two years (1996 and 1997) found that students who engaged in a variety of service activities reported they were more likely to engage in patterns of behavior consistent with expected standards and values including the importance of high academic achievement and a sense of civic and social values. Students involved in "meaningful service learning projects," followed by a reflection component, showed the most significant positive attitude and behavior changes.

NEWSPAPER IN EDUCATION, THE RECORD

Program: Character Matters
Contact: Cynthia Forster, Andrea Spaeth
Address: 150 River St., Hackensack, NJ 07646
Phone: 201-646-4384
Toll-free: (1-888-473-2673)
Fax: 201-646-4010
Web site: www.therecordnie.com
E-mail: forster@northjersey.com

Program Description: Using newspapers to teach character uses reproducible study materials and the newspaper to focus on eight values of character development—respect, responsibility, caring, honesty, tolerance, courage, citizenship, justice, and civic education. The program can be extended to address key objectives of the NJ State mandate on Holocaust/genocide education.

Audiences: K-12th grade students, including those in specialized learning programs, as well as educators, administrators, parents, and community members.

Program Components: The newspaper provides a living textbook that is used in conjunction with study materials to allow the program to change daily and be adapted to a number of classroom groups of all ages and learning abilities.

Products: The Record newspaper, available for delivery to schools in Bergen, Passaic, and parts of Hudson Counties. Additional curriculum material, including a 55-page

Character Matters guide, **Cultural Diversity**, and **Live Without Hate** guide, are available with newspaper delivery. Extension of the program into Holocaust/genocide education includes use of two separate interdisciplinary units for K-8 and 9-12 grades, **Building the Bridges: From Holocaust to Acceptance**, written by Record staff and available statewide. Web-based information and student classroom workshops are also available.

Product Description: The **Character Matters** study guide uses 40 instructional strategies and home activities. It includes strategies for teachers, a message for parents, and lists additional resources such as character education organizations, other newspaper-based programs, and books. **Building the Bridges: From Holocaust to Acceptance** includes **The Record** coverage of various stories, both archival and current. It examines the roles of perpetrators, bystanders, victims, collaborators, and rescuer-heroes at the k-8, and 9-12 grade levels. It is available at a nominal cost throughout the state.

Program Focus: Citizenship education, ethics and moral reasoning are stressed using daily life as it is portrayed in the newspaper columns. This approach can bridge cultural, gender, and age differences using a resource that appeals to different types of learners.

Staff Development: In-service programs are available on-site. Ongoing partnership with Fairleigh Dickinson University also allows teachers to use this program in combination with graduate programs and institutes.

of schools using products/services: 500+ schools in the Bergen/Passaic/Hudson county area have already requested this free material.

Evidence of Effectiveness: For more information go to www.therecordnie.com.

NEW JERSEY CENTER FOR CIVIC AND LAW-RELATED EDUCATION

Contact: Arlene Gardner, Director

Address: College of Education and Human Services,
Kozlowski Hall 4th Floor, Seton Hall
University
South Orange, NJ 07079

Phone: (973) 761-9093 **Fax:** (973) 761-7642

Web-site: www.education.shu.edu/lre

E-mail: gardnear@shu.edu

Program Description: Part of the College of Education and Human Services at Seton Hall University, this program is a registered professional development provider with the NJDOE. Mission: To enhance the teaching of civics, law, justice, citizenship, history, government, connections among law, literature, values, conflict resolution, prejudice reduction, violence prevention and critical thinking and viewing skills. Goals: To increase student cognitive understanding and social skills and develop positive and empathetic social attitudes.

Audience: K-12 teachers as noted above.

Products: Professional development programs for teachers, curriculum development/materials, teacher guides, assessment instruments, newsletters and web site. Activities: summer institutes, daylong statewide and regional conferences, in-service professional development programs meeting state standards and local curriculum requirements, a biannual newsletter and program development assistance.

Product Description/Program Focus: *Bias Free Youth*: a prejudice reduction program for grades 4-12. *Conflict Resolution in History*: grades 5-12, integrate the teachings of negotiation and mediation skills into the U.S. History curriculum. Supported by The Ford Foundation since 1994. *Foundations of Democracy*: a series of civic education lessons focused on issues of responsibility, authority, fairness and privacy developed by the Center for Civic Education for grades K-12. *Law, Literature and Society*: an interdisciplinary program focusing on values that underlie and are reflected in laws, literature and media for grades 4-12. *Project Citizen* is a civic-education based curriculum that uses citizenship skills to develop a service-learning portfolio project involving a public policy issue with materials developed by the Center for Civic Education and geared for grades 6-12.

Staff Development: Summer Institutes, conference workshop presentations, in-service workshops for school districts, focus groups and follow-up sessions.

of schools using product/services: 3,500+ NJ teachers have participated in the programs.

Evidence of Effectiveness: Evaluations indicate the content and teaching strategies demonstrated were valuable and easily integrated into the curriculum. Follow-up questionnaires and focus groups regarding the *Bias Free Youth* and the *Conflict Resolution in History* programs indicated that these programs have positive results in cognitive and affective learning.

NEW JERSEY CHILD ASSAULT PREVENTION

Program: No More Bullies, No More Victims
Contact: Pat Stanislaski, Executive Director
Address: NJ Child Assault Prevention, (CAP)/EIRC
606 Delsea Drive, Sewell, NJ 08080
Phone: (856) 582-7000 **Fax:** (856) 582-3588
Web-Site: www.eirc.org **E-mail:** njcap@eirc.org
Program Description: This Child Assault Prevention (CAP) initiative is intended to inform and motivate the entire school community in an effort for the prevention and response to bullying and student aggression in the school. The program highlights the interactive roles of the victim, the bully and also of the children who are witnesses. It empowers witnesses, which are 85% of children involved in the bullying dynamic, to take a stand by not participating in bullying behaviors, reporting acts of aggression and supporting victims' rights.
Audiences: The program takes place in local schools and community groups. Specific workshops are geared for school staff, parents and students. Since CAP is its foundation, schools must have had the CAP program within the 4 years prior to implementing the "No More Bullies, No More Victims" program.
Program Components: An approximately 30-45 day program which includes: an implementation meeting, staff in-service, parent workshops, student workshops (grades 4-8) and a program review follow-up meeting.
Products: Facilitated adult and student workshops with follow up materials. A program report, compiled from surveys taken of school staff, parents and students, is presented to school administrators upon completion of program.
Product Description: Adult workshops are 1½-2 hours in duration. Student workshops are two 1 hour and another ½ hour for individual review of strategies. Certified CAP trainers conduct all workshops. County CAP Coordinators supervise the product delivery from initial setup meeting to administrative exit interviews.
Program Focus: Human rights, dignity & respect, bias and diversity awareness, cooperation, peer support, moral responsibility.
Staff Development: In-service workshops offered on identification of bullying behaviors and "quick tips" on how to effectively deal with offender, victim and the empowerment of the child witness.
of schools using products/services: Introduced statewide in 9/2000 with 19 counties contracting for program.
Evidence of Effectiveness: "No More Bullies, No More Victims" was piloted by CAP in 7 counties with over 1,500 children in the 1999-00 school year. Initial findings from pilot pre and post-test scores reveal that the program heightens awareness and sensitizes student population to bullying in their schools.

NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION

Contact: Dr. Paul B. Winkler
Address: P.O. Box 500, Trenton, NJ 08625
Phone: (609) 292-9274 **Fax:** (609) 292-1211
E-mail: holocaust@doe.state.nj.us
Web-site: www.state.nj.us/njded/holocaust/
Program Description: The New Jersey Commission on Holocaust Education is a legislated organization charged with the responsibility to assist all local school districts to meet the Holocaust/genocide mandate passed by the legislature in 1994. The basic program provided by the Commission and network of 24 Holocaust Centers deal with the students understanding the evils of bias, prejudice, intolerance and discrimination. Opposites of these evils are the goals of the quality character education program in New Jersey.
A special program, "The Heroes Project," with emphasis on the concept of moral courage and the power of the individual is coordinated by the Commission for grades K-8, as are activities of the organization, 'Kids Bridge.'
Audiences: The programs provided by the Commission and Centers are for all schools K-12 grades and for community and school organizations.
Program Components: Appropriate age level programs are provided which include training, materials, evaluation and technology components. The program ranges from one day to programs designed over a lengthy period of time.
Products: Materials, and at times sample AV, are provided to the participants for use in the classroom. All workshops and products are designed to meet the identified needs.
Product Description: Programs are designed with individual(s) requesting the service in order to meet the needs of the district and the availability of time. Depending on speakers availability, some workshops are set to a pre-determined time and schedule.
Program Focus: Programs deal with issues related to how genocide or the Holocaust have the potential to occur. These are used as examples of the evils of bias, prejudice and intolerance. The opposite is then presented regarding heroes, non-bystanders, which are quality character traits.
Staff Development: Programs are geared to teacher trainings regarding the Holocaust/genocide roots such as bias, prejudice, the bystander, the collaborator and the positive approaches to combating prejudice.
of schools using product/services: Close to 100% of the schools are involved to some degree with the Holocaust Commission and its network of centers including over 80 demonstration sites located in identified quality school district classrooms.
Evidence of Effectiveness: A recent survey (1999) indicated that all districts utilized some activities associated with the Commission.

NEW JERSEY DEPARTMENT OF STATE-CENTER FOR YOUTH POLICY AND PROGRAMS

Program: V-Free (No Violence, No Victimization)
Contact: Michael C. Gowdy, Director
Address: 225 East State Street, PO Box 456
 Trenton, NJ 08625-04565
Phone: (605) 777-1200
Toll Free: (609) 877-NJ-Youth
Fax: (609) 633-7250
Web-site: www.njyouth.com
E-mail: njyouth@sos.state.us.nj

Program Description: V-Free is a comprehensive initiative administered through the New Jersey Department of State's Center for Youth Policy and Programs (CYP&P). It was created to help empower young people to take personal responsibility for their actions while addressing the three "V's" - violence, vandalism, and victimization-that impact New Jersey's youth. To help young people promote V-Free activities in their schools and communities, a mini-grant program was designed to aid students to develop projects to address the issues of violence, vandalism, and victimization. Any student or youth group, with the help of a teacher or advisor, can apply for a grant from \$50-\$3,000 to carry out their own V-Free Project.

Audiences: Middle, high and college students, educators, administrators, parents, institutions of higher education, and community organizations.

Program Components: Mini-grant program, student training, staff development, school-based programs and community-based programs.

Products: Grants, curricula, video, discussion guides, newsletter, posters, buttons, pledge cards and other resource material.

Product Description: The Center for Youth Policy and Programs (CYP&P) provides a comprehensive program, resources, and speakers for middle schools, high schools, institutions of higher education, and community organizations that empower young people to take personal responsibility for their actions and maintain an environment that is free of violence, vandalism and victimization.

Program Focus: Personal responsibility, youth empowerment, character education and information sharing.

Staff Development: Seminars/workshops, in-service training, and technical assistance.

of schools using products/services: Sixty-five schools and community organizations have successfully implemented V-Free projects.

Evidence of Effectiveness: Over 70,000 students have pledged to be V-Free.

NEW JERSEY PEER HELPING ASSOCIATION

Program: Peer programs that focus on peer leadership, conflict resolution and mentoring.

Contact:: Thomas Turney
Address: 354 Central Avenue,
 Mountainside, NJ 07092

Phone: (908) 789-0819 **Fax:** (908) 789-3002
E-mail: tturney@juno.com

Program Description: The New Jersey Peer Helping Association provides training and program support to schools initiating, continuing or revitalizing peer programs. Training and program support are focused on the area of leadership, conflict resolution, mentoring and the prevention of bias.

Audiences: Students at all levels, as well as staff training.

Program Components: Team Building, Self Esteem Development, Listing and Feedback Skills, Group Dynamics and Facilitation, Problem Solving and Action Planning, Community Service, Cross Age Teaching, Conflict Resolution and Mediation, Bias Prevention and Appreciation of Differences, Inter-School Networking and Program Support.

Products: Training Manuals, Newsletter and Resource Materials.

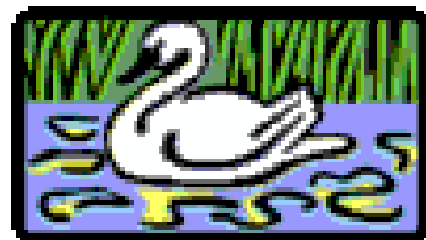
Product Description: New Jersey Peer Helping provides training designed to enhance social and emotional intelligence, improve school climate, reduce harmful attitudes and behavior, encourage modeling of social responsibility and community involvement.

Program Focus: Student initiated program development, school and community service, modeling and social skills development.

Staff Development: Statewide conference, regional support meetings and workshops, weekend workshops, in-service programs, on-site consultation.

of schools using product/services: 100+

Evidence of Effectiveness: Tobler in her "Meta-Analysis" (1988) and Bernard in "The Case for Peers" (1991) attest to the effectiveness of peer programs that focus on social competence, problem solving skills and autonomy. Maurice Elias in his article "The Missing Piece," Education Week (1997) focuses on the skills essential for social and emotional learning taught in our peer helping programs. Anecdotal evidence from a wide variety of schools throughout the State of New Jersey also attests to the effects of peer helping.



NJ STATE BAR ASSOCIATION

Program: Conflict Resolution and Peer Mediation
Contact: Leisa-Anne Smith, Esq./Jodi Miller
Address: 1 Constitution Square, New Brunswick, NJ 08901
Phone: (732) 937-7517/(732) 937-7529
Toll Free: (800) FREE-LAW **FAX:** (732) 828-0034
Web-site: www.njsbf.org
E-mail: LASmith@njsbf.org; jmiller@njsbf.org

Program Description: The Foundation's mission is to promote public understanding of the law through a free, comprehensive public education program. Among its activities, the Foundation, conducts conflict resolution and peer mediation training for educators and students, publishes materials, operates a video loan library, and publishes a tolerance newsletter.

Audiences: K-12 educators, college and university educators, administrators, parents and community members.

Program Components: School-based programs.

Products: Conflict Resolution and Peer Mediation Curriculum guides, teacher training for K-12, video loan library, and a newsletter for kids titled, *Respect*.

Product Description: The program provides educators with a quality-training program in conflict resolution and peer mediation for grades K-12. Each training session allows no more than 10 schools, four people per school comprised of educators, administrators, paraprofessionals, parents and counselors. Training sessions are extremely interactive allowing participants to benefit greatly from individualized instruction. Each two-day training session has a follow-up session providing educators with an opportunity to return with any questions they may have. A one-day conflict resolution training program is offered and may be attended by individuals. Both trainings are interactive in nature and participants engage in mini-lessons on anger management, cooling-off techniques, the use of "I" messages and an introduction to teasing and bullying concepts.

Program Focus: Citizenship/Peacemaking/Tolerance education.

Staff Development: Foundation staff is available to conduct free in-service training programs at schools for teachers who attend the two-day training program at the Law Center. Staff is also available to train students to become peer mediators.

of schools using products/services: 100,000 copies of the Conflict Resolution/Peer Mediation guides have been distributed statewide. Over 3,200 educators have been trained in implementing a conflict resolution and peer mediation program.

Evidence of Effectiveness: Received numerous letters from administrators and educators who have attended the two-day training sessions, suggesting that teaching conflict resolution skills to students diminishes discipline problems, lowers suspension rates and promotes a more peaceful school environment. It provides young people with an alternative to violence by showing them how to resolve conflicts peacefully. Educators implementing the program reported having more time to teach as discipline problems have declined and students resolve their conflicts by utilizing the strategies outlined in the curriculum. Work on the first issue of *Respect* has begun. Based on the previous success of *Legal Eagle* Diversity Issue, the demand for this publication is anticipated to be great.

Program: An Introduction to Teasing and Bullying
Contact: Leisa-Anne Smith, Esq.
Address: 1 Constitution Square,
New Brunswick, NJ 08901
Phone: 732 937-7517
Toll Free: 1-800-FREE-LAW
FAX: 732-828-0034
Website: www.njsbf.org
E-mail: LASmith@njsbf.org

Program Description:

The Foundation's mission is to promote public understanding of the law through a free, comprehensive public education program. Among its activities, the Foundation conducts teasing and bullying, conflict resolution and peer mediation trainings for educators and students, publishes materials, operates a video loan library, and publishes a tolerance newsletter.

Audiences:

K-12 educators, college and university educators, administrators, parents and community members.

Program Components:

School-based programs

Products:

The Foundation is producing curriculum guides to complement its Teasing and Bullying training sessions. The guides include detailed instructions for teachers as well as interactive handouts for students.

Product Description:

Committed to the promotion of violence prevention, the New Jersey State Bar Foundation's latest initiative, "An Introduction to Teasing and Bullying," complements its conflict resolution program and focuses on issues relating to teasing and bullying. The Foundation conducts separate training sessions for administrators and educators, tailoring the training for the special needs of both professions. The Foundation's Teasing and Bullying Program offers three components — training sessions for teachers and administrators; curriculum guides and posters; and resource videos.

NORTHEAST FOUNDATION FOR CHILDREN

Program: Responsive Classroom
Contact(s): Laurie Harrison
Address: 71 Montague City Rd,
Greenfield, MA 01301

Phone: (413) 772-2066
Toll-free: (800) 360-6332
Fax: (413) 772-2097

Web-site: www.responsiveclassroom.org
E-mail: info@responsiveclassroom.org

Program Description: The Northeast Foundation for Children aims to help schools be caring communities where children feel understood, safe, and valued and where they learn to respect others. Their approach to education, called *The Responsive Classroom*, integrates academic learning with social and ethical development throughout the school day in order to help children attain maximum competence in academic and social skills.

Audiences: Elementary, intermediate, and middle school; parents and pre-service teachers.

Program Components: School-based programs, staff development, and teacher education.

Products: Articles, newsletter, publications, and videos.

Product Description: *The Responsive Classroom* curricula and additional support materials are designed to help teachers and children work together to establish routines, rules, and guidelines for behavior that make the classroom conducive to academic learning and social growth. Cooperation, assertion, responsibility, empathy and self-control are emphasized throughout the teaching day.

Program Focus: Caring community/empathy, values in academics, conflict resolution, prevention education, leadership, life/social skills, moral reasoning, and citizenship education.

Staff Development: Seminars/workshops, on-site consultations, follow-up sessions, week-long regional summer institutes.

of schools: 1,000+ annually

Evidence of Effectiveness: Longitudinal studies from the *Responsive Classroom* program conducted by the Northeast Foundation for Children (1996-99) have shown increased academic performance across several grade levels. Iowa Test of Basic Skills scores rose 22% for the *Responsive Classroom* students compared to 3% for the control group. The *Responsive Classroom* model has led to above-average academic growth between grades four and eight, decreases in discipline referrals, and increases in pro-social behavior.

The New Jersey Department of Education does not endorse any specific program models, organizations, resources, web-sites, materials, presenters or evaluators.

OPEN CIRCLE & THE REACH OUT TO SCHOOLS: SOCIAL COMPETENCY PROGRAM

Program: Open Circle/
Reach Out to Schools:
Social Competency Program

Contact: Lisa Sankowski
Address: Stone Center, Wellesley College,
106 Central Street,
Wellesley, MA 02481

Phone: 781-283-2861 **Fax:** 781-283-3717

Audience: Kindergarten - Fifth-Grade

Program Components: Social & Emotional Learning Curriculum for K-5 classrooms Teacher Training Principal Leadership Training Peer Coaching Training, Training for Specialists and other school staff Parent Program

Products: Open Circle Curriculum (only available with teacher training) Parent Program Leader's Manual and Parent Workbooks Open Circle Newsline (Newsletter)

Program Description: The core of the program is the Open Circle Curriculum (grades kindergarten-5), which integrates research findings in child development with best teaching practices. The curriculum's holistic approach involves training the adult role models in a child's life to teach and embody principles of respect, communication, negotiation, responsibility, compassion, cooperation, and assertiveness. Central to the yearlong curriculum are 15-30 minute Open Circle meetings twice a week. Children move their chairs into an "open circle," leaving one chair empty as a symbol that there is always room for another person or opinion. These class meetings are a vehicle for teachers to facilitate lessons in three competency areas: creating a cooperative classroom; building positive relationships; and solving interpersonal problems. They also provide a forum for children to discuss issues of importance to the classroom community. In order to implement the program, classroom teachers must attend 4 full-day trainings over the course of a school year.

Program Focus: Social Competency for Kindergarten - Fifth-Graders; promoting a positive, inclusive, respectful school learning environment of children and adults.

Staff Development: Teacher Training (2 days in summer or early fall, 1 day in Jan-Feb, 1 day in Mar-Apr, and in-classroom coaching) Principal Leadership Training Peer Coaching Training Training for Specialists and other schools staff

of schools using products and services: Over 250

Evidence of Effectiveness: Collaborative for Academic, Social & Emotional Learning (CASEL) "Select Program" U.S. Dept of Ed Safe & Drug Free Schools "Promising Program"

OPTIMAL PERFORMANCE ASSOCIATION, LLC WINNING TEAM/WINNING LIFESTYLES

Program: Challenge For Success Youth Programs
Contact(s): Keith Waldman, Director
Address: 7 Chardonay Court, Marlton, NJ 08053
Phone: (856) 988-2939 or Toll Free: 888-868-3380
FAX: (856) 988-3104
E-mail: Kperform@aol.com

Program Description: Optimal Performance Associates is dedicated to providing hands-on and interactive learning experiences that focus on building tangible life skills that will promote personal growth. Students will learn the behaviors and skills needed to achieve success at school and in life. Each workshop is customized to meet the goals of each group. Workshops focus on the following areas: Building self-confidence & self-esteem, communication skills, developing positive leadership, peer pressure, conflict resolution, goal setting, decision-making/problem-solving, trust building, teamwork, and anger/stress management.

Audience: Elementary, middle, and high school students; Athletic teams, student leadership organizations, teachers, educators, counselors, administrators, and parents. Traditional and Alternative school setting.

Program Components: Workshops incorporate experiential and adventure-based activities, team-building initiatives, and group discussion. Programs are customized to meet the specific goals of each group. Programs take place on-site, at outdoor education facilities, ropes course, and retreat centers.

Products: Customized adventure-based youth programs, teacher workshops/in-services, and peak performance workshops. Training materials are provided with each workshop.

Product Description: OPA customizes on/off site workshops for both students and staff.

Program Focus: Life skills, social and communication skills, self-esteem & confidence, teamwork, personal awareness, values, problem solving, decision-making, leadership, conflict resolution, and anger management.

Staff Development: Customized teacher in-services. Workshop topics: Teacher team building, developing standards for conflict resolution, enhancing team motivation, and promoting cooperative learning in the classroom. Workshops are interactive and focus on building tangible skills through experiential activities and discussion.

of schools using product/services: 25 schools in New Jersey.

Evidence of Effectiveness: One workshop participant said, "OPA showed an excellent ability to engage our students and build rapport with our staff."

PASSKEY'S FOUNDATION & THE JEFFERSON CENTER FOR CHARACTER EDUCATION

Program: STAR Responsibility Skills
Contact(s): Russell T. Williams, President
Address: P.O. Box 4137 Mission Viejo, CA 92690
Phone: (949) 770-7602 **Fax:** (949) 450-1100
Web-site: www.jeffersoncenter.org
E-mail: www.centerjcce@aol.com

Program Description: The Passkey's Foundation & the Jefferson Center for Character Education offer relevant regional and national character education curricula and programs for children, youth, and adults. The Foundation's educational materials, programs, and events provide opportunities for America's children, youth and adults to learn and/or demonstrate life values which promote ethical decision making and personal responsibility.

Audiences: Elementary, intermediate, middle, and high school; community members, higher education, businesses, and parents.

Program Components: Assessment, community involvement, moral development, school-based scholarships and essay programs, staff development, and national youth ethics web site.

Products: Resource materials, visual aids, newsletter, surveys, curricula, and books.

Program Focus: Prevention education, life/social skills, service learning, ethics, citizenship education, and leadership.

Staff Development: On-site consultations.

of schools using products/services: 600-800

Evidence of Effectiveness: A pre- and post-survey of thirty one schools using the Jefferson Center curricula conducted by the California Survey Research firm (1991) showed a 40% decrease in student tardy rate, 39% decrease in minor disciplinary problems, and 25% decrease in fighting, drugs and weapons following program implementation. Simultaneously, the median level of student participation and number of students on the honor roll increased slightly. Administrators reported increased parent involvement and high satisfaction rates with the program.



PATH'S TRAINING

Program: PATHS
(Promoting Alternative Thinking Strategies)
Contacts: Carol A. Kusché, Ph.D.
Mark T. Greenberg, Ph.D.
Address: 927 10th Ave. East, Seattle, WA 98102
Phone: (206) 323-6688 **Fax:** (206) 323-6688
Web-sites: www.drp.org/PATHS/PATHS
www.colorado.edu/cspv/blueprints/model/ten_paths
www.psu.edu/dept/prevention/PATHS

E-mail: ckusche@attglobal.net or mxg47@psu.edu

Program Description: This is a comprehensive curriculum for the instruction of social and emotional competencies with elementary children in a classroom setting. It promotes internalization of pro-social values, reduces aggression, behavior problems, and emotional distress in children, while cultivating a caring, respectful classroom environment.

Audiences: Grades K-6, teachers, school counselors, auxiliary staff, administrators, and parents.

Program Components: Social-emotional learning for elementary students, staff development, parent awareness.

Products: The PATHS Curriculum (1994) consists of a Teacher's Instructional Manual, 6 volumes of detailed lessons, pictures, photographs, posters, Feeling Faces, and additional materials. Evaluation (research) materials, a Blueprints for Violence Prevention Manual (Vol. 10, 1998), and a research book of the original PATHS Project (1993).

Product Description: Comprehensive lessons with detailed scripts and materials needed to teach lessons are included in the curriculum, as are descriptions for generalization strategies to use throughout the day and material to send home to parents.

Program Focus: Focuses on self-control, emotional awareness, understanding, and regulation, empathy, respect for self and others, self-esteem, social problem-solving and critical thinking skills, improved peer relations, positive values, and the development of positive attitudes towards school, community, and life. One overarching goal is to promote the optimum development of productive, creative, competent, well-balanced children through the dynamic integration of emotion, cognition, language, and behavior.

Staff Development: On-site training workshops are available; on-site or phone consultation and follow-up.

of Schools Using PATHS: 1,000+

Evidence of Effectiveness Three studies were conducted by the authors (1993, 1996, 1998) and showed, compared to matched controls, PATHS significantly increased children's ability to recognize and understand emotions, demonstrate self-control, tolerate frustration, understand social problems, develop effective alternative solutions, decrease the percentage of aggressive-violent solutions, use effective conflict-

PATHWAYS TO CHARACTER

Program: Pathways to Character
Contact: Carole O'Brien, EPIC Program Specialist
Address: 103 Church Street, Suite 210,
New Brunswick, NJ 08901
Phone: 732-246-8060 x13
Fax: 732-246-1776
Web Site: www.epicforchildren.org
Email: cobrien@preventchildabuse.nj.org

Program Description: In 2000, through a partnership with the US Department of Education, New York State Education Department and Teachers College-Columbia University, Every Person Influences Children (EPIC) developed a character education program for parents and teachers to help children learn the basic traits of good character. EPIC prepares teachers through in-service training to incorporate character building activities into academic lessons, enabling students to learn and practice habits of good character, which enhances learning. The resource geode is designed to move students through nine character traits while paralleling the school calendar.

Audience: Elementary and intermediate school students and parents

Program Component: School-based program, staff development and teacher education, parent education, community involvement.

Products: Curricula, resource materials, teacher guides, in-service trainings, pre and post evaluative materials, implementation manuals, parent worksheets for activities at home, character based parenting workshops led by trained parent facilitators, leadership training for school planning teams and home/school partnership training.

Product Description: Pathways to Character offers grade level appropriate K-6 curriculum specifically tied to higher learning standards and promotes 9 character traits which impact responsible behavior, effective decision-making and civility. Parents receive activities to use with their children further connecting them to the program. In addition, parents take part in character based parenting workshops led by trained parent facilitators.

Program Focus: To help children develop the basic traits of good character while preparing them to meet higher learning standards.

Staff Development: Six-hour in-service training for teachers and school personnel, home/school partnership training, and leadership training for school planning teams.

of schools using products/services: EPIC has 5 regional offices, six parent resource centers and has been implemented in hundreds of schools in 16 states and the Virgin Islands. The Pathways to Character Program is a new program that has just recently been piloted in 15 schools within New York State. The pilot period ended in 2002 and presently there are dozens of schools in various stages of implementation.

Evidence of Effectiveness: Statistics demonstrate evidence of trait and hearing students use the vocabulary. These findings are critical for students to understand and identify a character trait and then label it as such, if so, true learning has occurred. Teacher ratings of curriculum activities regarding ease of integration, links to standards, effectiveness, and promotion of active learning are near-excellent; 4.15 on a 5 point scale.

PAXUNITED (FORMERLY PEACEMAKERS UNLIMITED)

Program: **Peers Making Peace** - K-12 Peer Mediation; **PeaceKeepers High School Course -9-12**, for high school graduation credit pending approval from NJDOE ; **Parents for Peace; Classroom Peace** - One-day staff development training (prerequisite: completion of Peers Making Peace adult training).

Contact: Dr. Susan Armoni, Executive Director

Address: 2093 N. Collins Blvd., Suite 101
Richardson, TX 75080

Phone: (972) 671-9550 **Fax:** (972) 671-9549

Toll-Free: (800) 650-5247

Web-site: www.paxUnited.org

E-mail: Susan.Armoni@pmuinc.com

Program Description: paxUnited (formerly PeaceMakers Unlimited) strives to break the cycle of violence by teaching youth and adults how to prevent and resolve conflicts peacefully and by helping them grow into healthy, socially responsible and caring citizens. Our programs teach life skills to manage conflict in such a way that no one is hurt, everyone's needs are met, and relationships are improved.

Audiences: Elementary, intermediate, middle, and high school; adjudicated youth; and parents.

Program Components: Moral development, school-based programs, parent training, and staff development.

Products: Curricula, videos, teacher guides, and student workbooks.

Product Description: paxUnited materials are research-based and age appropriate. They are culturally sensitive and developmentally sequential using both didactic and interactive modalities. Curricula include skill development in peer mediation, cultural sensitivity, listening, decision making, anger management, honesty, ethics, and team building.

Program Focus: Values in academics, conflict resolution, prevention education, life/social skills, caring community, citizenship, ethics/moral philosophy, health education (safety), leadership, and moral reasoning.

Staff Development: Seminar/workshops, on-site consultation follow-up sessions, and student/teacher conferences.

of schools using products/services: 1000+

Evidence of Effectiveness: Evaluation of the Peers Making Peace program conducted by Sam Houston State University of six high schools demonstrated a 73% decrease in expulsions (compared to a 6.2% increase with control schools), a 90.2% decrease in average number of assaults (compared to a 33% increase), and an almost 58% decrease in disciplinary referrals (compared to an 8.4% increase). The aggregated standardized test score for the Peers Making Peace schools improved by 18.9% while the control schools experienced a 9.5% gain. Peers Making Peace is the first and only peer mediation program to have received a (Center for Substance Abuse Prevention Award (CSAP) and the first and only mediation/conflict resolution program to be recognized by both CSAP and the U.S. Department of Education. Please visit our website for complete award details.

POSITIVE ACTION

Program: *Positive Action Program*

Contact(s): Carol Gerber Allred, Ph.D., President/Developer

Address: 264 4th Avenue, South, Twin Falls, ID 83301

Phone: (208) 733-1328 **Toll-free:** (800) 345-2974

Fax: (208) 733-1590

Web-site: www.positiveaction.net

E-mail: info@positiveaction.net

Program Description: The *Positive Action* is a comprehensive model with a K-12 curriculum; and a program for school climate, parents, community, after school and evaluation which are integrated, but each component can stand alone.

Audiences: Pre-K, elementary, middle, and high schools; families and all community groups.

Program Components: An underlying philosophy and six main concepts unite all components. There is a K-12 age appropriate curriculum, a climate program (with service learning), a counseling/therapist program, family and community programs, a conflict resolution program, a complete outcome and process and evaluation program, and staff development (training and technical support) workshops for adopting, orientating, continuing and rejuvenating. The curriculum, programs and workshops come in easy to use kits that are completely planned and prepared.

Products: Program kits that include everything needed for the curriculum and other components such as: manuals, posters, music, videos, puppets, and hands on materials; results info and newsletter.

Product Description: The age appropriate kits for teachers, principals (school climate), families, communities, staff development and training are complete, colorful, fun, interesting, meaningful and easy to use.

Program Focus: This program is comprehensive and coherent and develops character by teaching the positive actions for the whole self: the physical, intellectual, social and emotional areas in all the ecologies of an individual: school, home and the family. Outcomes are: improved character, academic achievement, attendance, behavior and self-concept. It reduces: substance abuse, violence, dropping out, trancies, suspensions and juvenile delinquency. It develops moral reasoning, thinking skills, decision-making, problem solving and social/life skills

Staff Development: Adoption consultations: on-sight, telephone, fax, and e-mail. Trainings: on-sight implementations, online, and training of trainers workshops: orientation, ongoing and rejuvenation, evaluation and publicity/public relations. There are: national, regional, state and local conferences, seminars, workshops, and fax, print and on-line newsletters. Technical support is provided in response to an implementation on-line or pencil-and-paper surveys.

of schools using products/services: 8,000

Evidence of Effectiveness: Data from various comparison group designs involving about 100 elementary schools delivering the PA program demonstrate consistent positive effects of the program on school performance (attendance, achievement), school behavior (discipline, suspensions), other behavior (crime, violence, substance use) and student self-concept (using various measures). Findings include: achievement is improved 12-75%; absenteeism by 6 to 45%; general discipline by 23 to 90% violence and drug use by 26 to 63%.

PREMIER: A FRANKLIN COVEY COMPANY

Program: Premier School Agendas
Contact(s): Patricia Loeppky,
Communications Director
Address: 2000 Kentucky Street
Bellingham, WA 98226
Phone: (360) 734-1153
Toll-free: (800) 536-2959
Fax: (360) 734-3014
Web-site: www.fcPremier.com
E-mail: ploeppky@fcPremier.com
Program Description: Premier offers agenda programs and training to increase student achievement through school effectiveness for students K-college. Their Habits of Success™ program helps younger students develop responsibility, goal setting, caring, and cooperation traits, and the DISCOVER What Matters Most™ program assists older students with goal setting and leadership skills. A supplemental character development program, "What is Character?," is also available.
Audiences: Elementary, intermediate, middle, and high school; higher education and parents.
Program Components: Assessment, higher education, school-based programs, staff development, and teacher education.
Products: Agendas, CD/cassettes, curricula, newsletters.
Product Description: Centered around Stephen Covey's Habits of Highly Effective People™ and the Franklin planners, Premier products include workbooks and day planner components to help students develop lifelong habits of effectiveness.
Program Focus: Leadership, life/social skills, and values in education.
Staff Development: Facilitator and student workshops/seminars, on-site consultations, and follow-up sessions.
of schools using products/services: 20,641
Evidence of Effectiveness: A high school in Utah reports an increase in SAT scores following program implementation. A high school in Kansas found that attendance rates and scores on a Graduate Survey Study Skills test improved and drop-out rates decreased among a high-risk student population following implementation of the Premier program coupled with intervention teams and a mentoring program. 73% of parents felt the agenda was beneficial for their child and 86% thought the program should be continued, as reported on a parent survey at an elementary school in Oklahoma.

PRINCETON CENTER FOR LEADERSHIP TRAINING

Program: Peer Group Connection (PGC)
Contact(s): Dr. Sharon Rose Powell
Address: PCLT, 12 Vandeventer Avenue,
Princeton, NJ 08542-6921
Phone: 609-252-9300
Toll-free: 800-292-7258
Fax: 609-252-9393
Web site: www.princetonleadership.org
Email: princetoncenter@princetonleadership.org
Program Description: Peer Group Connection (PGC) - Developed in 1979, PGC is a character education and life skills program currently thriving in over 100 urban and suburban high schools. PGC uses team mentoring and peer leadership to build competence in conflict resolution, critical-thinking, decision-making, and resilience. This comprehensive program helps high schools address critical adolescent issues, including multiculturalism, violence prevention, substance abuse prevention, school-to-work skills, and ethical issues facing young people.
Audiences: Public, private, and parochial high schools
Program Components: Leadership training for adult advisor teams; establishment of a peer leadership course, for credit, for high school juniors and seniors; a student-centered activity-based curriculum that meets New Jersey Core Curriculum Content Standards; and ongoing technical assistance and consultation
Products: Peer Group Connection Handbook and Training Manual for Adult Mentors
Product Description: The PGC Handbook includes how to select, train, and evaluate peer leaders; how to run a retreat and prepare students for their role as group facilitators; and outreach activities appropriate for use with freshmen to help them with their transition into high school. The Training Manual for Adult Mentors includes all activities, handouts, forms and other resources needed to effectively run a peer leadership program.
Program Focus: Leadership training for upper classmen and outreach activities led by peer leaders for freshmen, with emphasis on the following themes: making a positive transition to high school; giving your best academically; friendship; peer pressures and challenges including decisions regarding substance use; getting along in a diverse society; and teen-parent relationships
Staff Development: Teams of faculty are trained at one 4-day residential conference in the summer, 2 one-day workshops, and another 3-day residential in the spring during the first year of program implementation.
of schools using products/services: 125 urban, suburban, public and private high schools in the tri-state region
Evidence of Effectiveness: Studies cite significant results in improving grades, attendance and discipline for freshmen (for more details, log on to www.princetonleadership.org).
Other Programs Offered: Peacemakers (Elementary School), NJ Peer to Peer (Middle School), REBEL 2 (Middle School), PALS (Middle School), NJ Teen Prevention Education Program (High School), Transition Project (High School), Parent Leadership Corps (All Grades), and needs-based, custom designed programs (All Grades).

PROJECT HOPE

Program: Project Hope
Helping Overcome Prejudice with Education

Contact: Marion Blakeman & Mary Snively
Address: 371 West Forest Grove Rd.
Vineland, NJ 08360

Phone: 856-691-1877 **Fax:** 856-691-1879

Email: mblakeman@vineland.org
msnively@vineland.org

Program Description: Project Hope is an educational program developed in the early 1990's to introduce prejudice reduction activities to fulfill the NJ Holocaust mandate and attempt to enhance character education through literature.

Audience: Grades 3-6 can be adapted for 7th & 8th

Program Component: Appropriate age level lessons are provided. Lessons include a list of materials, literature and AV resource, ideas for hands on activities and evaluations

Products: Available literature, videos and extensive lending library of materials.

Product Description: This teacher friendly unit consists of literature based lessons that can be taught in a few days or over a lengthy periods of time.

Program Focus: Introduction to Holocaust, other genocides, character education, prejudice reductions, moral reasoning, personal responsibility.

Staff Development: Unit is self explanatory, however, workshops, service training and videos of each lesson are available.

of schools using products/services: Unit has been distributed throughout NJ, NY, and PA

Evidence of Effectiveness: Teacher observation, writing journals, parent comment sheets, student enthusiasm, teacher feedback

Other Program Offered: Sample lessons and presentations for grades 3-6; presentations at teacher workshops

PROJECT URBAN SUBURBAN ENVIRONMENTS

Contact: Phillip M. Costello, Executive Director

Address: 76 East Front Street, Red Bank, NJ 07701

Phone: (732) 219-7300 **Fax:** (732) 219-7305

Web-site: www.projectuse.com

E-mail: projectuse@monmouth.com

Program Description: Project U.S.E. provides opportunities for self-discovery through participation in adventure education activities: low/high challenge course, backpacking, rock climbing, rappelling, wilderness travel, canoeing, sea kayaking, cross-county skiing, and community service. Environmental education courses explore New Jersey watersheds by sea kayak and canoe and study local issues. Groups live and work as small communities. Short sessions focus on building an effective team. Challenge course design and construction.

Audiences: Elementary, middle and high school students, educators, administrators, parents, community leaders, and "at risk" and adjudicated youth.

Program Components: Wilderness experiences, environmental education, adventure education activities, teambuilding, staff development, curriculum development, community service, and challenge courses.

Products: Teacher workshops, instructor handbooks, curriculum manuals, newsletters and resource materials.

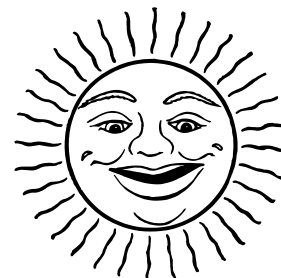
Product Description: Project U.S.E. designs and constructs low and high challenge courses and develops curriculum for teachers that are trained. Newsletters share ideas between schools that participate in the courses. Teachers resource materials include activities and games designed to develop teamwork.

Program Focus: Developing self-esteem and self-awareness, awareness of local environmental issues, adventure education curriculum development.

Staff Development: In-service workshops, 1-3 day workshops at the Wildcat Mountain Wilderness Center (or the conference center), summer workshops, weekend seminars.

of schools using products/services: 250 throughout New Jersey.

Evidence of Effectiveness: Project U.S.E. is the only accredited adventure education program in the 7 mid-Atlantic states. Recent research by the New Jersey Juvenile Justice Commission regarding adjudicated youth showed our recidivism rate to be 40% with 40-day wilderness experiences compared to 78% in regular state juvenile programs.



PROUD TO BE POLITE

Contact: Ann C. Humphries
Address: PO Box 290116, Columbia, SC 292229
Phone: (803) 736-1934 **Toll free:** (800) 768-5111
Fax: (803) 736-0673
Web-site: www.proudtobepolite.com
E mail: proudpol@eticon.com

Program Description: Proud To Be Polite is an award-winning series of videos, games, workbooks, and calendars which teach students K-12 character, respect, and manners. Proud To Be Polite.1 is designed for grades K-3; Proud To Be Polite.2 is designed for grades 4-6; Proud To Be Polite.3 is designed for grades 10-12; and 28 Ways to Teach Character, Respect, and Manners is designed for elementary and intermediate level faculty or parents. We also provide faculty in-service on these subjects, but also, "Through the Public's Eyes: Creating a Culture of Character, Respect, and Manners in Your School."

Audiences: Learning resources are targeted to students K-12. In-services are targeted to faculty and staff. These materials are also helpful for parents and families.

Program Components: Videos, leader guides, student activity books, bingo game, and calendar as well as workshops.

Products: See **Program Components** above.

Product Description: See **Program Description** above.

Program Focus: All Proud To Be Polite materials and seminars are designed to teach character, respect, and manners to students and the people who work with students.

Staff Development: We provide workshops to teach teachers how to teach character, respect, and manners. We also provide in-service programs on creating a climate of character, respect, and manners in the school environment.

of schools using products/services: Hundreds. P2BP is in every state in the US and some other countries.

Evidence of Effectiveness: When the program is used regularly, we have documentation about how school climate has improved, how much better people get along, the notice of fewer incidents of verbal aggression, and higher attendance of faculty and students. We have specific documentation from some school districts which are available.

Have You Checked the Checklist?

Refer back to the **Program Review Checklist** for guidance in selecting character education programs and curricula.

QUEST INTERNATIONAL, INC.

Program: Lions-Quest
Contact(s): Program Coordinator
Address: P.O. Box 304, Annapolis, MD 20701
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Fax: (240) 646-7023
Web-site: www.quest.edu
E-mail: info@quest.edu

Program Description: Lions-Quest K-12 youth development programs work to create a supportive learning environment at school and teach young people essential life skills, strong values, a sense of purpose and positive commitments to their families, school, and community. The programs address four key traits: responsibility, good judgment, self-discipline, and respect for self and others.

Audiences: Elementary, intermediate, middle, and high schools and parents.

Program Components: Community involvement, service learning, school-based programs, and staff development.

Products: Curricula and teacher guides.

Product Description: Developed in partnership with Lions Club International, Quest's programs and professional development workshops include training and materials in life skills, character education, drug and violence prevention, and service-learning.

Program Focus: Caring community/empathy, conflict resolution, prevention education, life/social skills, and service learning.

Staff Development: Workshops/seminars.

of schools using products/services: 20,000 schools certified worldwide.

Evidence of Effectiveness: A pre- and post-test design assessing 14 schools in diverse settings found significant improvements in Quest students' (grades K-5) attitudes about harmful substances, peer relationships, decision-making skills, and self-concept (1993). Quest middle school students in 12 schools showed half of the misconduct rate of control students and significantly lower levels of current alcohol and tobacco use (1992). Another study comparing 25 high schools found Quest students at-risk academically had improved English and math grades while control students remained at status quo (1998). The Quest International Research & Evaluation Department conducted the above studies with assistance from outside consultants.



R.I.Sk.® SEMINARS, INC.
(Relationship Improvement Skills)

Contact: Peggy Amidon, M.Ed., Executive Director
Address: NJ: PO Box 198, Cape May, NJ 08204
 PA: 1444 Hamilton St, Suite 1A, Allentown, PA 18102
Phone: NJ: (609) 884-0860; PA: (610) 770-8800
Fax: (610) 770-6040 (PA)
Web-site: www.risk-it.org **E-mail:** info@risk-it.org
Program Description: R.I.Sk.®-IT! Teaches 20 measurable behaviors that promote "Relating with Respect and Responsibility." Students, staff, and parents learn consequences of behavior and intra- and interpersonal awarenesses that promote a peaceful, productive society. Pre-/post-surveys prove this program results in: increased feelings of belonging (feelings of "fitting in" have been linked to positive attitudes and behaviors, improved school attendance) and a decrease in verbally and physically abusive and violent, disruptive behaviors. A not-for-profit educational organization founded in 1991, R.I.Sk.® Seminars, Inc. is a registered professional development provider for educators in both New Jersey and Pennsylvania. R.I.Sk.®-IT! meets many New Jersey Core Curriculum Standards for health, language arts, and workplace readiness, teaching participants communication skills, the eight roles used in any group, refusal skills, drug & alcohol awareness, respect for diversity, confidence in self, workplace-readiness skills.
Audiences: Elementary, middle, and high school students; teachers; administrators; counselors; parents; PTA groups.
Program Components: Civic education, community involvement, moral development, service learning, school-based programs, staff development, and teacher education.
Products: Student workbooks (Spanish version available), teacher's manual, lesson plans, activity sheets for teachers/students/parents, survey, videotape, overlays, game.
Product Description: Relationship Improvement Skills materials build character by translating universal core values such as respect and responsibility into measurable behavioral skills and giving participants the chance to practice those skills through enjoyable activities.
Program Focus: Caring community/empathy, citizen education, conflict resolution, ethics/moral philosophy, health education, leadership, life/social skills, moral reasoning, prevention education, service learning, and values in academics. Also effectively addresses New Jersey's Core Content Curriculum Standards in health, language arts (speaking, listening, reading, and writing), and workplace readiness.
Staff Development: Conference presentations, seminars, workshops, onsite consultations, follow-up based on pre-/post-surveys, in-service credits, customized programs.
of schools using products/services: 1,500 educators and 3,000+ students have R.I.Sk.®-ed IT!
Evidence of Effectiveness: Data from pre/post surveys, third-party evaluations, and endorsements.

RESPECT

Program: Sexual Harassment & Violence Prevention
Contact: Wanda Dobrick, Ph.D.
 Steven Dranoff, Ph.D.
Address: D&D Industrial Consultants, Inc.
 1111 Clifton Avenue, Suite 202
 Clifton, NJ 07013
Phone: (973) 777-7333 or (973) 777-7731
Fax: (973) 777-7731
Web-site: www.consultdd.com
E-mail: sdranoff@consultdd.com,
wdobrick@consultdd.com
Program Description: A character education program for students in grades 6-8 and 9-12 in violence and sexual harassment prevention. Also used to train parents, teachers, administrators and law enforcement officers who work with adolescents. Builds self-protective skills in individual students and strengthens the peer group. A developmental program that uses natural resilience factors to overcome risks for school aggression.
Audiences: Middle and high school students, faculty, parents and others in the school community.
Program Components: Administered by professional faculty (psychologists, social workers or guidance counselors) in the classroom over 4 class periods. Video, self-assessment scales, class discussion and structured role-playing.
Products: Video, Trainer's Manual, Curriculum (for grades 6-12, adapted for special education and ESL students), Student Workbooks, Statistical Analysis of District Performance
Product Description: Based on the theory of Piaget and Erikson, this is a research-based curriculum that fills in the gaps in judgment and reasoning that are left in the wake of normal adolescent development, but that nonetheless render teens vulnerable to peer harassment and school violence. The program uses an empirical assessment that identifies 'normative distortions'. These are age-dependent ways that students typically misperceive their peers. If ignored, they render students less able to use the skills we teach them to protect themselves. RESPECT is a booster shot to hold students over until normal development 'catches up'.
of schools using: RESPECT is used in school districts including NYC, Chicago, Yonkers, Denver, Bridgeport, Washington DC, Baltimore and Philadelphia. It is also in many local districts in New Jersey including Newark, Alpine, Clifton and the Monmouth County Vocational Schools.
Products/services: Training program for middle and high school and adult population.
Evidence of Effectiveness: The RESPECT research has identified *risk factors* for sexual harassment and peer violence and *resilience factors* that inoculate students against it. Training reduces risk by enhancing resilience. Pre- and post-test scores have demonstrated that RESPECT realigns critical misperceptions that are associated with school aggression, restores empathy to 'at-risk' peers and enhances student autonomy in social decision-making, over grades 6-12.

RUTGERS UNIVERSITY CENTER FOR MANAGEMENT AND ENTREPRENEURSHIP

Contacts: Ed Scully, Director of Government & Education Programs; Anita Foeman, Ph.D. and Nate Terrell, LCSW, Lead Trainers and Bill Reynolds, Executive Director of the Center for Management & Entrepreneurship
Address: CME, School of Business, Rutgers University, 406 Penn Street, Camden New Jersey 08102

Phone: (856) 225-6685, (215) 856-0410

Fax: (856) 225-6683, (215) 856-0409

E-mail: Escully@aol.com, natet@snip.net,
Wwr@crab.rutgers.edu

Program Description: A joint initiative of Organizational Growth, Inc. and CME of Rutgers University, Anita Foeman and Nate Terrell conduct dynamic and highly interactive workshops enabling participants to learn and practice strategies they can use to promote respect for others, cross-cultural understanding and tolerance for differences and develop a school community within which every student feels safe and secure, diversity is celebrated and bullies receive the help they need. They draw on their extensive experience within schools and the insights they have gained as partners in an interracial family.

Audiences: Students, teachers, administrators, support staff and parents.

Program Components: Workshops incorporating presentations, small/entire group discussions and experiential activities (ex. role-plays designed to teach specific skills).

Products: "How to" materials and handouts used to continue and "grow" the program within schools and districts.

Product Description: Unique materials developed and offered in training programs dealing with cultural and gender issues, tolerance for differences, etc. tailored to resolve the problems of a school, district or community.

Program Focus: Participants learn to develop attitudes, behaviors and skills necessary to build a school community where everyone is treated with respect and differences celebrated rather than causing conflict.

Staff Development: Continuing education, professional development and training programs designed to meet the needs of teachers, students, parents and administrators.

of schools using products/services: Over 10 years, Anita and Nate have provided training for schools throughout New Jersey. They have also twice facilitated "Unity Day" for Gloucester County High School students and the "One America" celebration at the Gloucester County Institute of Technology in October, 1999 that was shown on TV in South Jersey.

Effectiveness of Program: Letters from organizations that have used Organizational Growth and CME programs and frequent requests for continued training programs indicate that program offerings have been highly effective in helping participants to learn specific strategies they can use to increase respect for others, cross-cultural understanding and tolerance for differences.

SANKOFA

Contact: Paulette Moore Hines, Ph.D., Administrator

Address: Office of Prevention Services and Research, UMDNJ-University Behavioral HealthCare, P.O. Box 1392, Piscataway, NJ 08855-1392

Phone: 732-235-9260 **Toll-Free:** 1-800-762-2989

Fax: 732-235-9266

E-mail: opsr@cmhc.umdj.edu

Web-site: www2.umdj.edu/preventionservices

Program Description: SANKOFA is a life skills and violence prevention social emotional curriculum for youth and their parents/guardians. The goal is to equip youth, their parents/guardians, and school staff/youth service providers with the knowledge, attitudes, skills, confidence, practice, and motivation to minimize the youth's involvement in at-risk behaviors; while encouraging, modeling, and supporting pro-social & goal oriented concepts, ideas, and behaviors in their school, community, and home environments.

Audiences: Grades 8-12, educators, parents/guardians, counselors, and youth workers. High schools, alternative educational settings, youth detention facilities, and community based organizations.

Program Components: Goal Setting, Problem Solving, Stress Management, Communication Skills, Anger Management, Risk Assessment, Adolescent Intervention, Parent Intervention Program, Staff Training Products: Adolescent & Parent Curricula, Facilitator's Guide, Posters, Curriculum Video, Informational Video, Worksheets, Game Cards, Role-Play Cards, Brochures.

Products: SANKOFA Curriculum Kit.

Product Description: A variety of teaching strategies make every module fun and stimulating; takes into account varied learning styles and basic skills functioning; and incorporates the principle of over learning. Some examples include mini-lectures, experiential exercises, case studies, games, handouts and posters, brainstorming, group discussion, and video demonstrations.

Program Focus: Meets NJ Core Curriculum Standards for Health and Social Studies. Targets life skills, goal setting, violence/violence-related behaviors, attitudes, and norms, alcohol and/or drug use, and general social competency. Targets violence/violence-related behaviors, attitudes, and norms, alcohol and/or drug use, and general social competency/life skills.

Staff Development: The Group Facilitator Training Course is seven days (five days for course content and delivery of group sessions and two days for adoption and implementation issues). Follow-up sessions are offered. Training schedules are adapted to meet an organization's need. On-site technical assistance is available via an 800-telephone line, e-mail, and video conferencing. Individual and small group consultation and supervision consisting of briefing and debriefing sessions are also available.

of schools using product/services: 40 schools, community-based, faith-based, and juvenile justice organizations.

Evidence of Effectiveness: Students reported significant improvements in: self-control of anger and aggressive impulses; knowledge and acquisition of violence-related coping/conflict resolution skills; and decreased physical fighting. Findings also revealed positive impacts for parents, indicating that they may play meaningful roles in modeling

SCHOOL COUNTS!

Contact: Donna Custard
Address: NJ Chamber of Commerce
216 West State Street
Trenton, NJ 08608
Phone: 609-989-7888 **Fax:** 609-656-0697
Email: donna@njchamber.com
Web-site: <http://www.schoolcounts.org>
Program Description: School Counts! is a statewide initiative with a mission to link high school performance to future employability. The goal is to change the hiring practices of employers so that every workforce-bound and college-bound student knows that attendance, punctuality, attitude and performance in school can and will impact potential employment offers.
Audiences: HS students; business community.
Program Components: There are 3 components to the *School Counts!* program: *School Counts!* Students achieving all 4 of the specific program criteria (95% attendance and punctuality rate, 'C' or better in every subject, graduate in 8 consecutive semesters and take more than the minimum graduation requirements) are designated as *School Counts!* Students and issued a certificate of achievement that can be shown to prospective employers; *School Counts!* Employers-Businesses register as *School Counts!* Employers and agree to request proof a *School Counts!* certificate from all high school students or recent graduates when they apply for employment. This certificate will be used as a consideration during the hiring process, *School Counts!* Speakers Bureau-through a multimedia presentation and discussion, business volunteers inform students of salaries for various jobs, education required for specific occupations, the importance of lifelong learning, skills sought by employers and the relationship between academic performance and success in the job.
Products: *School Counts!* Kit.
Product Description: The *School Counts!* Kit contains everything a high school needs to implement the program for the current school year, including a voucher that guarantees placement of a business speaker to address students, explaining both the program and the importance of career awareness and self-management.
Program Focus: Aligns with DOE Cross Content Workplace Readiness Skills Standard on self-management, Perkins and Title IV goals. School-based presentations, accountability, school to workforce transition, career awareness.
Staff Development: Schools appoint a *School Counts!* coordinator to work with the NJ Chamber of Commerce on implementation.
of schools using products/services: 70+ NJ high schools.
Evidence of Effectiveness: Provided upon request.

SCHOOL FOR ETHICAL EDUCATION (SEE)

Contact(s): David B. Wangaard, Ed.D., Director
Address: 440 Wheelers Farm Road,
Milford, CT 06460
Phone: (203) 783-4438 **Fax:** (203) 783-4461
Toll-free: (800) 232-0013, ext. 4438
Web-site: www.ethicsed.org
E-mail: Ethics@wisi.com
Program Description: The School for Ethical Education (SEE) provides professional development and consulting services for implementing and assessing comprehensive character education. Comprehensive character education is defined by the national Character Education Partnerships' 11 Principles of Character Education.
Program Components: A variety of workshops for teachers, students, and community members help advance comprehensive character education.
Products: 1. Workshop notebooks for professional development sessions, 2. Student reflection journal, 3. Character-based decision making skill workbook for students and adults, and 4. Character education assessment checklist
Product Description: **Workshop notebooks** for professional development contain activities and notes that are focused on specific components of comprehensive character education. Workshop topics can be found at www.ethicsed.org/consulting/approach.htm and include-- 1. Identifying and defining core values for comprehensive character education, 2. Teaching strategies for three domains (cognitive/head, affective/heart, and behavioral/hand) for comprehensive character education, 3. Developing a caring learning environment with a focus on class meeting strategies, 4. Moral discipline, 5. Service learning as a teaching and character development strategy, 6. Character-based decision making, and reflection, and 7. Strategic planning to implement character education programs. The **Student Reflection Journal** is a product to assist teachers and students integrate regular reflection into service-learning projects. The **Character-Based Decision Making Skill Workbook** contains a description of a character-based decision-making model and series of dilemmas to be used for student practice and discussions in class. The **Character Education Checklist** is a planning and assessment instrument for the implementation of comprehensive character programs.
Program Focus: Understanding, implementing, and assessing comprehensive character education
Staff Development: Staff development programs are designed to advance comprehensive character education with the topics noted under Product Description.
Evidence of Effectiveness: Positive anecdotal and qualitative evaluations

SOCIAL DECISION MAKING/ PROBLEM SOLVING (SDM/PS)

Contact(s): Linda Bruene Butler, M. Ed., Clinician
Administrator UMDNJ-UBHC AND
Maurice Elias, Ph.D., Rutgers University

Address: UMDNJ/
Institute for Quality Research and Training,
335 George Street
New Brunswick, NJ 08901 and
Department of Psychology
Rutgers University, 53 Avenue E, Livingston Camps Pis-
cataway, NJ 08854-8040

Phone: (732) 235-9280 (UMDNJ)
(732) 445-2444 (Rutgers)

Toll-free: (800) 642-7762 (UMDNJ)

Fax: (732) 235-9277

E-mail: SPSWEB@UMDNJ.EDU

Program Description: SDM/PS promotes the develop-
ment of strong character by teaching children social
awareness and decision-making skills they need to make
sound decisions, pursue healthy life choices, and avoid
the serious social problems such as violence, substance
abuse, and academic failure.

Audiences: Pre-K, elementary, intermediate, and middle
school; community members, parents and college faculty.

Program Components: Teacher education, school-
based programs, staff development, assessment, civic
education, service learning and community involvement.

Products: Curricula, teacher guides, classroom posters,
surveys, articles and publications.

Product Description: SDM/PS's research-validated
premise is that skills in decision making and in social com-
petence can be taught preventatively to use in everyday
interactions, academic applications as well as in crisis
situations. Systematic skill building to promote skills that
provide the foundation for character and academic per-
formance.

Program Focus: Prevention education, citizenship edu-
cation, life/skills, caring community/empathy, values in
academics, conflict resolution, health education, leader-
ship, life/social skills, moral reasoning, service learning
and linking with state standards.

Staff Development: Seminar/workshops, on-site consul-
tations, follow-up sessions, teleconferencing, toll-free
phone number for technical assistance.

of schools using products/services: 200+

Evidence of Effectiveness: Elementary school children
of varying demographics (urban & suburban populations)
receiving SDM/PS training significantly improved their so-
cial decision making and problem solving skills relative to
controls. Students who received training in elementary
school showed more pro-social behavior in school and
greater coping skills with stressors (e.g., conflicts with au-
thority and older students, peer relationships, academic
pressure and substance abuse) upon transition to middle
school compared to controls. High school students trained
in elementary school also showed high levels of positive,
pro-social behavior and decreased antisocial, self-
destructive, and socially disordered behavior.

STATEWIDE KINDNESS AWARENESS CAMPAIGN

Contacts: Andrea M. Inverso
Address: 107 Abernethy Drive
Trenton, NJ 08618

Phone: (609) 396-2278 **Fax:** (609) 396-2159

Web-site: www.state.nj.us/governor/kindness

Program Description: The Statewide Kindness
Awareness Campaign was created by Mission:
Kindness® International, Inc. which was founded in
1999, to help children reduce "negative attitudes", which
lead to hate, racism, low self-esteem, poor academic
performance, dropping out of school, violence, and
other forms of abuse and sexual misconduct by
empowering them to become "Youth Ambassadors Of
Kindness" who improve their lives and the lives of
others as they consistently practice the components of
kindness, such as acceptance of others, caring,
cheerfulness, compassion, forgiveness, friendliness,
generosity, honesty, patience, respect, self-control and
thankfulness.

Audiences: Elementary, middle and high school
students, teachers, school counselors, administrators,
parents and community and business groups.

Program Components: School, community, work
place and prison based programs, competitions,
projects and events, award ceremonies and educators
workshops.

Products: Curricula, stickers, buttons, t-shirts, hats,
pencils, mugs & bumper stickers, bean bags, cassette
tapes, lyric sheets and weekly progress charts.

Product Description: The Statewide Kindness
Awareness Campaign provides assembly programs,
curricula and speakers for elementary, middle and high
school educators who promote character and peace.
Materials and products are designed to encourage
students to use their creative abilities to promote
kindness and peace and to empower them to improve
their lives and the lives of others as Youth
Ambassadors Of Kindness who engage in moral and
ethical behavior.

Program Focus: The focus of the character building
program is to empower students to eliminate any
negative attitudes they may have which can lead to
hate, racism, violence and other forms of abuse through
our innovative Kindness Awareness Character Building
Education Programs, which also promotes fine arts.

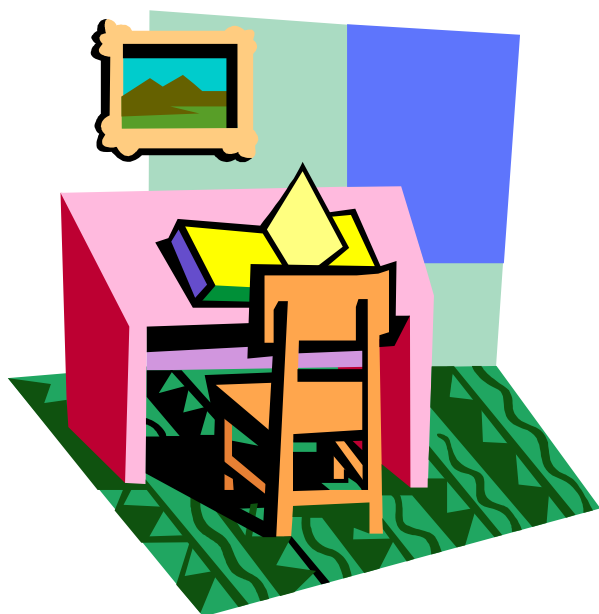
Staff Development: Kindness Awareness Character
Building workshops.

of schools using products/services: 500+

Evidence of Effectiveness: Continued requests for
services are evidence of effectiveness along with
letters, comments and petitions of support that have
been received from hundreds of citizens including
educators, school counselors, psychologists, students,
parents, community and governmental leaders who
have witnessed positive changes in attitudes and
behavior of children and adults who participated in our
Statewide Kindness Awareness Campaign.

STREET LAW, INC.

Contacts: Lee Arbetman, Director of US Programs
Address: 1660 K Street, NW, Suite 602
Washington, D.C. 20006
Phone: (202) 293-0088, ext. 230 **Fax:** (202) 293-0089
Web-site: www.stretlaw.org
E-mail: larbetman@streetlaw.org
Program Description: Street Law is the most widely used high school practical law program in the U.S. The materials are used to teach rights and responsibility, and promote higher levels of thinking skills.
Audiences: High school social studies teachers, administrators, and students as well as legal resource people: lawyers, judges, law students, police and SRO's.
Program Components: classroom lessons, community service projects, partnership with law agencies and organizations.
Products: Textbook, teacher's manual, testing materials, workbooks, transparencies, videos and web-site. Special resources are available for School Resource Officers.
Product Description: (see above)
Program Focus: Student-centered instruction in practical law using interactive teaching strategies and community resources to create better awareness.
Staff Development: Contact Lee Arbetman
of schools using products/services: Unknown, but there are many high schools in NJ using Street Law.
Evidence of Effectiveness: Studies in the 1980's and 1990's have shown that Street Law, when properly implemented, reduce delinquency, increase knowledge of the law and improve attitudes toward parents, selves and authority. The largest study was funded by the U.S. Department of Justice.



STUDY OF HEROES RAOUL WALLENBERG COMMITTEE OF THE U.S.

Program: A *STUDY OF HEROES*
Contact(s): Kathleen D. Morin, Ed.D.,
Director of Education and
Rachel Oestreicher Bernheim, CEO
Address: The Raoul Wallenberg Committee
230 Park Avenue, 7th Floor
New York, NY 10169
Phone: (212) 499-2668 **Fax:** (212) 499-2671
Toll-free: (800) 547-6747
Web-site: www.sopriswest.com (*Subject: char. ed.*)
E-mail: Betty@raoulwallenberg.org
Program Description: A *STUDY OF HEROES* revitalizes the tradition of heroes, role models from diverse periods of history, ethnicities, and areas of accomplishment. Students learn to distinguish between the concept of the hero and the celebrity.
Audiences: Elementary, intermediate, middle, and high school; parents, community members, gifted/special education, after school programs, youth groups, advisory groups, home schools, foster care, higher education, prison schools and institutional settings.
Program Components: Civic education, community involvement, moral development, service learning, school-based programs, staff development, teacher education, and intergenerational education.
Products: Resource materials, visual aids, curricula, teacher guides, and Wallenberg research center.
Product Description: Instructional materials and biographies are at three readability levels (ages 5-9, 9-11, & 11+). The units contain an array of activities and worksheets that integrate skill areas (e.g., language arts, social studies, critical thinking). Materials draw heavily on both cognitive and affective domains. They may be used in any order depending on instructional priorities and time constraints.
Program Focus: Caring community/empathy, values in academics, conflict resolution, ethics/moral philosophy, leadership, life/social skills, moral reasoning, service learning, citizenship education, and violence prevention.
Staff Development: Teacher training, conference presentations, seminars/workshops, on-site consultations, and follow-up sessions.
of schools using products/services: 1500+
Evidence of Effectiveness: Testimonials from educators using *HEROES* indicate that the program helps students gain insight in understanding differences, discrimination, and prejudice; learn nonviolent methods for solving disputes, and incorporate virtues into their daily lives. As noted from testimonials, the *HEROES* program is a user-friendly resource that can be easily integrated into the curriculum.

SUPPORTING KIDS' SOCIAL AND EMOTIONAL GROWTH

Contact: Jane Bluestein, Ph.D.
Address: Instructional Support Services, Inc., 1925 Juan Tabo NE, Suite B-249, Albuquerque, NM 87112
Phone: (800) 688-1960; (505) 255-2872; (505) 323-9044
Fax: (505) 323-9045
Web-site: <http://www.janebluestein.com>
Email: jblue@janebluestein.com
Program Description: Much of the development of character happens within the context of relationships with others. This program examines the characteristics of a teacher-student relationship that encourages responsible, cooperative behavior in kids of all ages, as well as the development of emotional and interpersonal skills. We'll look at control and identity issues, setting and maintaining boundaries, supporting vs. enabling, building decision-making and problem solving skills, motivation and initiative, respect for others, self-control and other desirable traits. We'll also look at the impact of the emotional and social climate of the school on learning, performance and achievement.
Audience: I've presented this and similar programs to teachers and parents working with kids of all ages. (Pre-K through Gr. 12)
Components: See description.
Products: Supported by information in several books and tapes by presenter, including "Creating Emotionally Safe Schools" (due out 8/01), "21st Century Discipline: Teaching Students Responsibility and Self-Control;" "Being a Successful Teacher;" "Mentors, Masters & Mrs. MacGregor: Stories of Teachers Making a Difference;" "Parents, Teens & Boundaries: How to Draw the Line;" and a number of audio and video tapes.
Product Description: Books and tapes geared to building positive adult-child relationships (in schools and families) which encourage the development of interpersonal and interpersonal competence, as well as academic performance.
Program Focus: Interpersonal dynamics between adults and students in a learning environment, which create emotional safety as a context for character development.
Staff Development: Keynote presentations and follow-up sessions; half-day, full-day, two-day and weeklong sessions; parent and community training programs also available.
of schools using products/services: Unknown. (I suspect a large number, as I've been at this a while. I've also presented this and similar programs in schools on four continents and in 43 states throughout the United States.)
Evidence of Effectiveness: Anecdotal. Research-based material available.

SUSAN KOVALIK & ASSOCIATES

Program: Integrated Thematic Instruction
Contact: Debora Schweikl, Professional Development Liaison
Address: 17051 SE 272nd Street, Suite 17, Covington, WA 98042
Phone: (253) 631-4400 **Fax:** (253) 631-7500
Web site: www.kovalik.com
E-mail: dsska@oz.net
Program Description: Integrated Thematic Instruction (ITI) is a model for teaching that applies current brain research to classrooms to maximize student achievement and prepare responsible citizens. The aspects of character central to the ITI model, the Lifelong Guidelines and LIFESKILLS, create an environment that is absent of threat and are the qualities citizens must possess to effectively participate in nurturing our democratic society. The five Lifelong Guidelines are Trustworthiness, Truthfulness, Active Listening, No Put-Downs, and Personal Best. Personal Best is defined by 18 LIFESKILLS: Integrity, Responsibility, Common Sense, Problem Solving, Organization, Resourcefulness, Effort, Perseverance, Sense of Humor, Initiative, Curiosity, Courage, Flexibility, Patience, Friendship, Caring, Cooperation, and Pride.
Audience: K – 12 Educators
Program Components: ITI incorporates nine components in creating a brain-compatible learning environment, including: Absence of Threat, Meaningful Content, Choices, Adequate Time, Enriched Environment, Collaboration, Immediate Feedback, Master at the Application Level, and Movement to Enhance Learning.
Products: *Tools for Citizenship and Life: Using the ITI Lifelong Guidelines & LIFESKILLS in Your Classroom* by Sue Pearson. This book provides descriptions and practical uses for each of the Lifelong Guidelines and LIFESKILLS. *Exceeding Expectations: A User's Guide to Implementing Brain Research in the Classroom* by Susan J. Kovalik & Karen D. Olsen. Describes the brain research base for the Kovalik ITI model and provides hundreds of curriculum and instruction practices for acting on it. To order these and other useful products, please visit Books for Educators online at www.books4educ.com.
Staff Development: Susan Kovalik and Associates offers opportunities for ongoing staff development to facilitate implementation of the Lifelong Guidelines and LIFESKILLS. Services offered include on-site training, coaching, and annual conferences.
of schools using products/services: Over 1,500
Evidence of Effectiveness: ITI is helping students across the United States and in other countries achieve their learning goals. Not only are they gaining academic knowledge, they are also mastering and using an expanded repertoire of essential learning skills. They are doing all of this within a community of caring learners that inspires their strong engagement in learning and leads to responsible citizenship. For detailed research results, please visit our web site: www.kovalik.com.

THE BRIDGE

Contact: Renee M. Pinardo, Director
Address: 900 Haddon Ave. Suite 100,
Collingswood, NJ 08108
Phone: (856) 869-3122 **Fax:** (856) 869-3129
Web-site: www.lourdeswellnesscenter.org/bridge.htm
E-mail: pinardor@lourdesnet.org
Program Description: The Bridge, founded in 1980, is a nonprofit organization whose mission is to aid in the healthy development of children and adolescents through educational, support and enrichment programs.
Audiences: Elementary, middle and high school students, educators, and administrators, colleges and universities, parents and community members.
Program Components: School and community-based programs, moral and leadership development, pro social skills, parent education and staff development.
Products: Workshop materials
Product Description: Classroom workshops facilitated by The Bridge.
Program Focus: Creating community in the classroom, empathy, social skills and emotional learning.
Staff Development: In-Services/Seminars/workshops
of schools using products/services: Approximately 10,000 individuals annually.
Evidence of Effectiveness: Nationally and locally recognized with 18 awards, The Bridge has been successfully serving young people for over twenty years. Recently chosen by General Colin Powell's America's Promise Program, as one of the top three youth programs in the country. (Video documentary, testimonials, and references available upon request.)



Visit the NJ Department of Education

Web-site at
www.state.nj.us/njded/chared



THE CENTER FOR IMPLEMENTING CHARATER EDUCATION

Implementing Character Education (ICE) Seminars
Contact: B. David Brooks, Ph.D.
New Jersey Professional Development
Provider Number 3990
Address: 2433 Thomas Drive PMB 106
Panama City Beach, FL 32408
Phone: 800 375-1995
Fax: 877 214 7974
Web site: teachingcharacter.org
E-mail: bdavidbrks@aol.com
Program Description: The Center for Implementing Character Education will provide you with on-site training designed to meet your school or district needs. The Center's character education workshops have been developed by B. David Brooks, Ph.D. and Patricia Freedman, M.S., both considered to be leading experts in the field of character education. After completion of the workshops, participants will be able to return to their schools as trainers and facilitate workshops on planning, implementing, evaluating and maintaining a school-wide or district character education program that is tailored to fit each school's unique culture and demographics.
Audience: Character Ed coordinators, staff developers, administrators, guidance counselors, school board members, curriculum coordinators, principals, teachers, parents.
Program Components:
Implementing Character Education: This professional book includes a comprehensive introduction to character education and solid guidance for planning, implementing, evaluating, and funding a school-wide or district-wide character education program.
Facilitator's Training Manual : The manual provides everything that a staff development trainer will need to train the staff. Step-by-step lesson plans, background information, transparencies, a video, and PowerPoint presentations give trainers all the support they need to facilitate engaging and informative in-service workshops
An Introduction to Character Education (video): This high-quality video, which comes with the Facilitator's Manual as part of the training program, may also be used as an instructional, motivational and public relations tool.
Products: Participants will be exposed to curriculum materials that will enable them to integrate character education into the existing curriculum, school culture and guidance program.
Product Description: **Products:** Curriculum materials include textbooks, teacher's guides, administrator's guides, posters, audiotapes, videocassettes, kits, and workbooks.
Program Focus and Staff Development: In order to successfully implement a character education program it is necessary to insure that effective training supports the effort. ICE Seminars provide that valuable founda-

THE CENTER FOR LEARNING

Contact(s): Rose Schaffer, President
Address: 21590 Center Ridge Road,
Rocky River, OH 44116
Phone: (440) 331-1404
Toll-free: (800) 767-9090
Fax: (440) 331-5414
Web site: www.centerforlearning.org
E-mail: cfl@stratos.net

Program Description: The Center for Learning is a nonprofit publisher of more than 500 values-based teacher resources in the humanities (e.g., English/language arts, social studies, and religion). Products and services are directed toward the total education of youth – intellectual, social, and moral. Master teachers from each discipline author all curriculum units. Learning activities have been field-tested with students from middle and high schools. The Center's services include prompt, direct responses to questions, an interactive web site, and complimentary resources.

Audiences: Intermediate, middle, and high school, parents, and community members.

Program Components: Civic education, community involvement, moral development, service learning, school-based programs, staff development, and teacher education.

Products: Teacher resource guides, curricula, newsletters, publications, surveys, and videos.

Product Description: All lessons in all publications provide objectives, background notes, teaching strategies, and student handouts with suggested responses. Professional development is integrated throughout all materials and new in-service modules are in development. The Center also provides professional development materials addressing formula writing, supervision, positive thinking, and peer mediation.

Program Focus: Integrating values across the curriculum, engaging students in learning for life-long academic achievement, fostering student responsibility for learning, collaborating with teachers to provide focused training, encouraging community support/involvement.

Staff Development: Workshops and presentations by a network of professional peers.

of schools using products/services: 50,000

Evidence of Effectiveness: Testimonials from teachers state that the products are high quality, creative, practical, and an excellent way to integrate value-based learning with content lessons about literature, drama, social studies, and language arts.

THE GIRAFFE PROJECT

Program: The Giraffe Heroes Program
Contact(s): John Graham, Pres., Ann Medlock, President
Address: P.O. Box 759, Langley, WA 98260
Phone: (360) 221-7989 **Toll-free:** (800) 853-7550
Fax: (360) 221-7817

Web-site: www.giraffe.org **E-mail:** office@giraffe.org

Program Description: This program is a story-based curriculum that teaches courageous compassion and active citizenship to kids in grades K-12, helping build lifelong commitments to active citizenship and meaningful involvement in their communities. It provides an engaging and effective structure for character education and service learning, and for meeting community service requirements.

Audiences: K-12 schools; parents and community members; after-school program providers.

Program Components: The K-2, 3-5 and 6-9 editions contain lesson plans, activity sheets, and suggestions for enrichment activities. Each describes objectives, methods, group size, and required materials. A reference section lists sources for further information/materials. The 10-12 edition includes a facilitator's Resource Guide, but the core is a one-per-student paperback book entitled *It's Up to Us*. Staff development trainings are available. Additional materials support whole-school uses.

Products: The K-2, 3-5 and 6-9 edition include loose-leaf teaching guides and videos. The K-2 edition also includes audio tapes. The 10-12 edition consists of one-per-student paperback books plus a loose-leaf Resource Guide and video. Materials are also available to support whole-school uses.

Product Description: Each version begins by telling students stories of real-life heroes, (from the Giraffe Project's story bank of 900+ Giraffes). Students then look in their schools, families, neighborhoods and communities to find real heroes, whose stories they bring back to their classmates. Finally, the kids go into action by assessing the needs in their community, then creating and carrying out a service project that helps meet them.

Program Focus: Character development, caring/empathy, community action, conflict resolution, prevention education, ethics/moral philosophy, leadership training, life/skills, service learning, citizenship education, experiential education.

Staff Development: Conference presenters, seminars, workshops, on-site consultations, follow-up sessions, and in-service training.

of schools using products/services: 2000 + nationwide

Evidence of Effectiveness: University of Washington researchers (1997) found that 100% of 12 teachers interviewed observed some/many positive attitude and behavior changes in students as a result of the program. 75% of teachers noted + change in their own attitude and behavior and 92% rated the program as excellent. A survey of 150 students using the program found the number of students who thought "nothing could be done" to solve problems dropped by 55% and the number who agreed that they should help solve problems went up by 27%. "Formal correlations have been completed between The Giraffe Heroes Program and national standards for academic learning, character education, service learning, and the "40 Developmental Assets." Call (360) 221-7989 for copies.

THE GREAT BOOKS FOUNDATION

Program: Junior Great Books
Contact: Rob Fagiano-Gleason
Address: 35 E. Wacker Drive, Suite 2300,
Chicago, IL 60601
Phone: (312) 332-5870, ext. 210
Toll-Free: (800) 222-5870, ext. 210
Fax: (312) 407-0334
Web-site: www.greatbooks.org
E-mail: rob.fagiano@greatbooks.org

Program Description: This program is a multicultural, K-12 language arts program that fosters critical-thinking, literacy, language, and listening skills. The Shared Inquiry method of discussion is an integral part of the Junior Great Books program. Students answer interpretive questions about a literary selection and support their answers with evidence from the text. This allows students to find the layers of meaning in a text, as well as understand and respect other people's ideas. Shared Inquiry Discussion helps students develop the communication and social skills necessary to be productive members of society.

Audiences: K-9 grade, teachers, parents, and volunteers.

Program Components: School-based programs, staff development, and teacher education.

Products: Student anthologies of age-appropriate literature, activity books, audio tapes, teacher's editions, leader's guides, a two-day Basic Leader Training Course for educators and volunteers, and continuous staff development.

Product Description: This program includes the finest children's literature from around the world, carefully selected to challenge readers and spark rigorous discussions. Activity books, teacher's editions, and leader's guides are designed to support discussion in a constructive and positive environment.

Program Focus: Critical thinking, communication, respect for divergent opinions, life/social skills, and leadership.

Staff Development: Training courses, workshops, on-site consultations, and needs assessment.

of schools using products/services: Thousands nationwide.

Evidence of Effectiveness: The Panel of Comprehensive School Reform recognizes this program as demonstrating significant gains for K-12 students in critical-reading skills, reasoning/thinking skills, reading comprehension, and positive attitudes toward reading. Other independent educational organizations citing this program as effective are the American Federation of Teachers, the United States Department of Education's Program Effectiveness Panel for the National Diffusion Network, the National Staff Development Council, the California Department of Education, and the Texas Center for Educational Research.

THE LAW OF THE HARVEST

PROGRAM: The Law of the Harvest
Character Education Program
CONTACT: Edwin B. Tucker
ADDRESS: Nantucket Publishing
602 S.W.Ward Blvd., Wilson, NC 27893
PHONE: 1-800-430-7719
FAX: 1-252-291-3408
WEB SITE: www.unshackled.com
E-MAIL: nantucketvp@yahoo.com

Program Description: A measurable and complete character education system that works. Included are a student textbook (10 separate 5-6 page chapters), a teachers guide complete with quizzes and discussion questions for each chapter, and a 33 minute video of Harold Morris reinforcing the lessons taught from the book in front of 15,000 youth. The program fits into a regular classroom curriculum and is typically taught in a once a week lesson for 10 weeks.

Audience: Middle school and high school boys and girl
Program Components: Student book, Teacher's Guide and video.

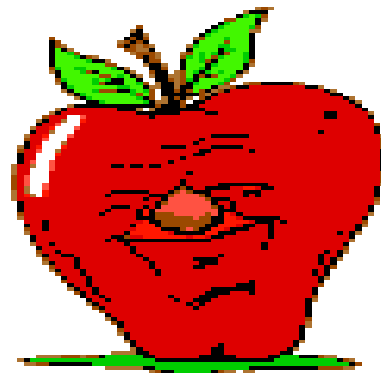
Product Description: 112 page book for students and teacher, Teacher's Guide that covers every chapter in the book, and a 33 minute video of Harold Morris (the author of the book) speaking live before 15,000 teenagers.

Program Focus: To provide teenagers with a guide for taking charge of their lives in a positive way and the importance of their decisions on the outcome of their life.

of Schools using products/services: Unknown. Books have been shipped to schools and teachers in almost every, if not every, every state.

Evidence of Effectiveness: Mr. Morris has spoken to youth literally around the world for over 20 years and is in greater demand today than ever before. His message has been captured effectively in this book and video. Letters from youth who have read his book detailing the changes they made in their lives due to the book offer the best evidence of effectiveness possible.

Visit us on the web at <http://www.unshackled.com>



THE LESSON ONE FOUNDATION, INC.

Program: Lesson One: Skills for Life
Contract: Jon Oliver
Address: 245 Newbury Street, Room 2F,
Boston, MA 02116
Telephone: (617) 247-2787 **Fax:** (617) 247-3462
Web-site: www.lessonone.org
E-mail: info@lessonone.org

Program Description: This foundation is a 25-year-old non-profit educational organization with a mission of meeting the needs of today's children, schools, and families through the program. The curriculum addresses the vital need for prevention and early intervention for elementary-aged youth, providing children with the skills to survive and succeed both in and out of the classroom. This program curbs the development of unhealthy habits and risk-taking behaviors while empowering children through skills such as self-control and responsibility. The program has been featured on numerous national news shows and in publications including World News Tonight, Dateline, CNN, USA Today, and Parade Magazine.

Audiences: Pre-school and elementary school, teachers, administrators, school specialists, parents and guardians.

Program Components: Teaches self-control, self-confidence, responsibility, thinking/ problem solving and co-operation and helps children to utilize these skills in and out of school. The program unites parents/guardians, teachers and principals with a curriculum that ensures program integration in the home, school and community.

Products: The curriculum contains materials including guidebooks, posters, games, children's literature and workbooks. Curriculum is delivered through training school staff and designed so a school can fully implement the program.

Product Description: The program helps children learn to take responsibility for their actions and gain power over their emotions, and ultimately, their own lives. Children with *Skills for Life* are equipped with more confidence, control, and critical thinking abilities. These tools empower them to make healthy decisions, independent of peer and media influence. The skills internalized through the program positively impact a child's development far beyond the early elementary years to prepare them for the social and emotional challenges they face in adolescence.

Program Focus: Safe and drug-free schools, violence prevention, classroom management, conflict resolution.

Staff Development: Services are delivered through a 1 day on-site school training or direct-service residency. The residency involves Lesson One staff working at a school for 1-2 weeks and training staff while working with children.

of schools using products/services: Over 100 schools nationally are utilizing the Lesson One curriculum.

Evidence of Effectiveness: The programs have had several successful evaluations. Most recently, an evaluation of a pilot *Lesson One: Skills for Life* program conducted under the direction of Dr. Deborah Prothrow-Stith of the Harvard School of Public Health demonstrated the strength of the program as a positive preventative educational model for building self-discipline and decreasing destructive behaviors

THE SCARE PROGRAM, LLC

Program: The SCARE Program
Contact: Chris O'Brien
Address: 4050 Westmark Drive, PO Box 1840,
Dubuque, Iowa 52004
Phone: (800) 542-6657 ext. 3087
Toll-free: (800) 542-6657 ext. 3087
Web-site: www.kendallhunt.com

Program Description: This program is a unique prevention program developed to focus on violence and aggression beginning in early adolescence. A critical distinction from other programs is that it was developed in conjunction with the advice and suggestions offered by students. Specifically, Phoenix area high school students were asked to focus on the question "How can we decrease violence in our schools?" as part of a city wide essay contest. This unique "needs assessment" was utilized as the basis from which to construct an innovative prevention and intervention program known as the SCARE program. However, while the program was developed with student input, this was not the sole source for development.

Audiences: Originally designed for middle school, but also successful with both older and younger children and adolescents.

Program Components: The program involves a total of 15 sessions clustered into 3 distinct yet related sections: recognizing anger and violence in the community, managing and reducing self-expressions of anger, and defusing anger and violence in others. The program is designed to be delivered weekly, twice weekly, or daily in 45 to 50 minute sessions. The curriculum was designed for broad scale implementation by teachers, counselors, law enforcement officers, graduate or undergraduate students, or adult volunteers.

Products: Includes a leader's manual offering step by step instructions for implementation and a reproducible student workbook.

Program Focus: This program was developed to focus exclusively on violence and aggression beginning in early adolescence due to a growing body of evidence consistently indicating early adolescence being a critical developmental period for young people. The program adopts the perspective that reattribution of perceived offenses and control and management of resulting anger are of prime importance in preventing violent and aggressive acts from occurring. Literature has indicated that anger can be effectively reduced through therapeutic intervention.

of schools using Product/Services: Several school districts are using this program throughout the U.S., including Alaska and Hawaii.

Evidence of Effectiveness: Several investigations found empirical support for the program, and have documented its ability to reduce maladaptive levels of anger and aggression in young people. Based upon this body of research, the program was recently awarded "promising program" status by the U.S. Department of Education.

THE TEEL INSTITUTE

Program: The ESSENTIAL Curriculum©
Contact(s): Leslie Dunn, Ph.D. &
Donald Wilson, Ed.D., Directors
Address: 101 E. Armour Blvd.,
Kansas City, MO 64111
Phone: (816) 753-2733 **Fax:** (816) 753-3193
E-mail: ldunn@teel.org

Program Description: The Teel Institute for the Development of Integrity and Ethical Behavior is dedicated to both basic and applied research in moral psychology, and to the development and dissemination of classroom and community-based educational programs to address moral development, character education, and the development of self-valuing in children, youth and adults.

Audiences: Pre-K, elementary, intermediate, middle, high school and higher education; parents, community members, youth-serving organizations, social service agencies and businesses.

Program Components: Assessment, higher education, moral development, K-12 schools and community-based programs, staff development, and teacher education.

Products: Articles, resource materials, visual aids, newsletter, publications, surveys, curricula with manipulatives, teacher guides, assessment instruments and motivational products.

Product Description: The Institute's primary program, *The ESSENTIAL Curriculum©*, is currently a K-8 classroom-based, spiral, moral development curriculum which has been extensively evaluated for efficacy. *The ESSENTIAL Curriculum©* builds character in students by teaching related concepts in socio-moral domains. Other community-based programs are available.

Program Focus: Moral reasoning, integrity, self-esteem, character development, caring community, empathy, conflict resolution, violence prevention, ethics/moral philosophy and life skills.

Staff Development: Seminars/workshops, on-site consultations, and follow-up sessions.

of schools using products/services: 100

Evidence of Effectiveness: Four research studies conducted by Research and Assessment, Inc., with 2,000 students grades K-5 over six years found that *ESSENTIAL Curriculum©* classrooms were characterized as more caring, disciplined, and respectful places, as compared to control classrooms. Significant improvements were demonstrated in behaviors such as respect for others, compassion, self-discipline, accountability, and responsibility. 98% of teachers reported a high level of satisfaction with the program. *The ESSENTIAL Curriculum©* schools showed markedly decreased rates of suspension (ranging from 61%-97%) for fighting, violence, bus conduct and bad language.

THE WHAT IF ORGANIZATION

Program: Possibility Curriculum
Contact(s): Heshie Segal and Carol McCarthy
Address: 042 Victory Drive, Yardley, PA 19067
Phone: (215) 321-5558 and (302) 453-1671
Web-site: www.thewhatif.org
E-mail: eshie@thewhatif.org

Program Description: Young people learn and participate in "possibility-based" thinking, training and development activities. Possibility-based thinking is a process whereby individuals learn how to respond to powerful questions asked of them: then they learn how to ask powerful questions of themselves. This process of guiding and expanding the tools and methods for the achievement of goals positions them to take action and become an integral part of their communities. The educational program culminates with action through participation in and completion of individual or group projects designed to demonstrate the impact of applying possibility-based-thinking principles.

Audiences: 9th, 10th and 11th grades.

Program Components: Communication skills, negotiation, participating as a team member, leadership, decision making, problem solving, thinking creatively, knowing how to learn, reasoning, responsibility, self-esteem, honesty and working within cultural diversity.

Products: Classes, training and assembly programs and collaborative programs with businesses in the field of personal decision making skills, personal training, network and business skills and distribution of course materials regarding the same.

Product Description: The What If Organization products enable youth to acquire a positive sense of self, decision-making skills, and a commitment to individual accountability. The Possibility Curriculum project collaborates with schools to offer youth a unique curriculum that the schools can then adopt and integrate. Age-appropriate interventions help young people acquire tools to facilitate transitions from school to high quality performance and effectiveness in the workplace and in life.

Program Focus: Education and character development.

Staff Development: In house Program Facilitators.

of schools using products/services: Currently revising program for use in the fall 2001.

Evidence of Effectiveness: Current curriculum is based on a proven system with a proven track record in educational and correctional settings. Student surveys prior to and following previous What If courses and programs in which students rated their ability to effect change in their life, their level of self-esteem and their ability to shape new possibilities. Life and college choices made by participants indicate success: youth from 7 foster homes applied for and received grants for college as a result of training in possibility thinking; high school student changed from an indecisive follower to joining the marines; physically challenged, suicidal student finds emotional stability and excels to win extensive 4 year college scholarship; African youth aspires to Presidency as a result of realizing greatness within.

TOUGH ISSUES. GOOD DECISIONS

Contact: Eileen M. Burke, Ed.D.,
Professor Emerita
Address: 64 Woolsey Court,
Pennington, NJ 08534
Phone: (609) 730-9206

Program Description: Tough Issues. Good Decisions is a program based on twenty-two short, original stories sited in classrooms and schools. Each story is designed to help students make smart, ethical choices when confronted with such tough issues as stealing, lying, bullying, prejudice, and vandalism. Discussion and writing prompts follow each story and relevant selections from children's literature are also included. A clear, practical teacher's guide offers presentation, discussion, and evaluation ideas.

Audiences: Elementary and middle school teachers and guidance counselors.

Program Components: Reproducible stories for grades 4-8. Writing and discussion prompts for use by teachers. Literature links.

Products: Tough Issues. Good Decisions; authors Lillian Putnam and Eileen Burke, Scholastic Professional Books, Scholastic Inc., New York, NY 10003.

Product Description: Reproducible, short, original stories with discussion and writing prompts, and literature links designed to stimulate reflection and discussion when stealing, lying, bullying, prejudice, vandalism, cheating, etc. are confronted. Practical Teacher's Guide is included.

Program Focus: Teachers grades 4-8. Offers teachers materials and guidance in helping students reflect on behaviors such as those listed in the previous item.

Staff Development: Workshop format demonstrating utilization of materials and ways to stimulate discussion and reflection.

of schools using products/programs: Materials in more than ten classrooms throughout NJ and many elementary and middle schools.

Evidence of Effectiveness: Teachers have reported this program to be successful and effective.



TREGOE EDUCATION FORUM, INC.

Program: Rational Action™ Workshops: Problem-Solving & Decision-Making Skills for Learning & Life

Contact: Carol Morello

Address: P. O. Box 289, Princeton, NJ 08542

Phone: (866) 268-3980 **Fax:** (609) 252-2772

Web-site: www.tregoe.org

Program Description: The Tregoe Education Forum (TEF) is dedicated to unlocking the potential of all students and educators to help us, together and alone, achieve the success we are capable of when we think and act well. TFE is committed to helping students and educators thrive in an increasingly complex, changing world by providing frameworks for sorting and classifying information, drawing meaningful conclusions, and taking effective, rational action.

Audiences: Middle school and high school students (elementary school program coming in 2002), educators, and administrators.

Program Components: Decision-making, problem-solving, school/community involvement, staff development, leadership training.

Products: **Administrators**, Teacher and student as well as, publications/reprints, newsletters, resource materials.

Product Description: Good thinking can be taught and learned by all through the use of concrete, explicit, and manageable Rational Action™ processes. Regardless of age, experience, or context, life demands that we make choices and fix problems. The ability to successfully make decisions, solve problems and understand and resolve other issues is fundamental to our success in school, in the workplace, and in our communities. Yet few of us were ever taught a way to effectively do this. Rational Action™ workshops offer an effective preparation to begin using the following proven processes: situation appraisal, decision analysis, problem analysis and potential problem analysis.

Program Focus: Decision making, problem-solving, risk analysis.

Staff Development: Two to four day educator workshops that prepare teachers to use Rational Action™ processes to their students as well as to colleagues. Administrators apply the processes both individually and in terms to crucial issues facing their schools and districts.

#of schools using products/services: 50+ school districts nationwide, including New Jersey.

Evidence of Effectiveness: Teachers and administrators report that students employing these critical analytic processes are better able to: face tough choices, avoid the tendency to be reactive, think through consequences of their actions, sort out relevant information, questions incisively, explain their judgments and conclusions and understand other viewpoints and work with other.

UNIV. OF MEDICINE AND DENTISTRY OF NEW JERSEY/UNIV. BEHAVIORAL HEALTHCARE

Program: Project SELF
Contact: Carl J. Donaldson, Jr.
Address: Stanley Bergen Building
 65 Bergen Street, Suite 701
 Newark, N.J. 07103
Phone: (973) 972-3086 **Fax** (973) 972-7644
Web site: Forthcoming
 (linked to <http://www.umdny.edu/spsweb>)
E-mail: donaldcj@umdny.edu or rahmanma@umdny.edu

Program Description: Project SELF is an innovative, cultural based prevention program that teaches urban children decision making skills, educates teachers and other professionals, and trains parents from a new research-validated paradigm. Project SELF staff provides on-site lessons and discussion groups with students around problem solving and decision making issues. We work with teachers, school administrators, and other child serving professionals by offering graduate-level and continuing education unit courses to empower them with a new perspective. Finally, we work with parents. Regularly scheduled meetings are held where parents receive similar training as the students and the teachers to help them develop their problem solving skills also.

Audience: Elementary and Middle School students, educators, administrators, parents, and community members

Program Content: History Culture, Science, and Spirituality, Group discussion, 8 Steps to Problem Solving

Products: Publications, posters, and curricula

Product Description: Project SELF provides a 25 lesson curricula, video clips, other material resources, and a speakers bureau. The materials are designed to aid the teaching process and bring concepts of self-identity to life. In the teaching process themes regarding key character values (commitment, cooperation, fairness, goal setting, honesty, perseverance, respect, responsibility, self-discipline, and service to others) are used.

Program Focus: Self-identity, character education, value building, and spirituality (non-religious) building

Staff Development: Graduate Courses, continuing education courses, Professional development, seminar facilitation, on-site resources

Number of Schools using product or service: 10 New Jersey School

Evidence of Effectiveness: Research finding published in Volume 33, Number 1, March 1998 edition of Education Journal. These finding show that students exposed to Project SELF: 1) have statistically significant improvements in their knowledge base and skills; 2) have statistically significant improvements in their self-esteem and sense of self-efficacy; 3) have statistically significant improvements in their social problem-solving skills; 4) have demonstrated statistically significant improvements in their self-esteem, on the Intellectual and School Status subscale of the Piers Harris, a reliable, validated, external measure; and, 5) There is a persistence of effects, one year after termination of program, relative to controls. Students who had received instruction in Project SELF had significantly higher self-esteem than the control group, one year after all instruction had ended.

VIVID LEARNING SYSTEMS, INC.

Contact: Jim Murphy
Address: P.O. Box 5914,
 Landenberg, PA 19350
Phone: (610) 274-3181
Toll-free: 1-800-956-0333 **Fax** (610) 274-1684
Web-site: www.vividlearningsystems.com
E-mail: diamondguy@msn.com
Program Description: CD-based multimedia course designed to foster critical thinking on how/why schools must be a safe learning environment. Students who regard adults as the sole disciplinarians, behave to peer expectations with the only constraint the fear of being caught. It explains core ethical values and promotes pro-social student behaviors, emphasizing safety and responsibility for recognizing and reporting safety concerns.
Audiences: Middle school and high school students.
Program Components: 19 topic lessons presented in their sections: Value/Benefits of Getting an Education, School Safety, School Order.
Products: Available in jr. high, and high school. A separate password protected "Administrator Settings" program permits handling of program options, student information, and reporting.
Product Description: Presented on a multimedia computer to one student at a time. Course content is based on published recommendations by the NSBA, NEA, state/federal Departments of Education. Students must pass the concept mastery tests for course credit. Progress is tracked using registration information from a school database/student. Each CD contains 19 lessons and a course management system. Schools/Districts are supplied with copies of the CD making course delivery convenient. Installation requires Windows 95® or newer delivery computers with an 8X CD-ROM player and sound card.
Program Focus: Promoted as an annual safety refresher course, it relies heavily on character building and moral reasoning. This citizenship education makes safety the neutral vehicle allowing emotional issues such as name-calling, fighting, school dress styles, and lying can be discussed without cultural or generational bias. Includes New-Student Orientation and pre-counseling tool for students referred for disciplinary action. The primary focus is to reduce disruptive and violent behavior by encouraging and modeling positive behaviors for problem solving in a multicultural environment.
Staff Development: Little staff participation. However, they are encouraged to take the course and use portions in their curriculum.
of schools using products/services: A new product for the 2000-01 school year being distributed nationally. The basic Vivid course navigation and instructional design have been used and refined in industry and government for over ten years.
Evidence of Effectiveness: Customers using similar programs indicate 93-95% of all learners give the program an "excellent" rating.

VOICES OF LOVE AND FREEDOM

Contact: John Bluthardt
Address: 217 California Street
Newton, MA 02458
Phone: (617) 232-1186 **Fax:** (617) 232-1186
Toll Free: 1-866-1184
Web-site: AboutVLF.com
E-mail: VLFBoston@aol.com

Program Description: Voices of Love and Freedom is a literature-based approach to promoting literacy, character education, and drug and violence prevention for students in grades K-12. Students read and discuss award-winning literature to help develop core values such as caring (love), self-determination (freedom), respect, honesty, and integrity, while practicing social skills such as perspective taking, conflict resolution emotional management, and cultural and social awareness. VLF is aligned with national/state language arts frameworks and standards and can be easily integrated with a school's existing literacy or character education model.

Audience: Faculty, students, and families in grades K-12 in public or private schools.

Program Components: 1) Literacy and Values: A Supplemental Literature, Character Education, and Violence Prevention Program for grades K-12. 2) Voices, a Comprehensive Reading, Writing, and Character Education Program for grades K-6 (includes whole language and phonics based reading instruction). 3) Voices Schools, a comprehensive school reform (CSR) model for grades K-6. Each component has a family reading program and a community service program.

Products: Books, Teacher's Resources, VLF Literature Catalogue, and videos.

Product Description: The books are award winning, multicultural children's books drawn from diverse cultures around the world. Each book comes with a Teacher's Resource Guide with role play and discussion activities.

Program Focus: VLF has a three for one approach: literacy (reading, writing, speaking, listening), character education, and drug and violence prevention.

Staff Development: Introductory and on going training provided on-site by experienced classroom teachers.

of schools using products/services: Over 600 schools across the country, with approx. 10 in New Jersey.

Evidence of Effectiveness: Standardized test and school-based assessments demonstrate that we have a significant impact on reducing fighting and school violence, increasing student's social skills, and raising reading and writing scores.

Other Programs Offered: Voices After School Literacy, and Character Education.

VOYAGER EXPANDED LEARNING

Program: *Voyager Extended Learning Curricula and Character Education Development*

Contact(s): Jeri Nowakowski, Ed.D.
VP of Curriculum

Address: 1125 Longpoint Avenue
Dallas, TX 75247

Phone: (214) 631-0990 **Fax:** (214) 631-0176

Toll-free: (888) 399-1995

Web-site: www.voyagerlearning.com

E-mail: jnowakowski@voyagerlearning.com

Program Description: Voyager's innovative after-school and summer curricula are built around core subject matter and presented as intriguing adventures to enhance students' academic skills, interest in learning and character development. The curricula are designed to transform the classroom into a place of discovery and energetic learning.

Audiences: Elementary, intermediate, and middle school.

Program Components: Assessment, civic education, community involvement, moral development, service learning, school-based programs, staff development, and teacher education.

Products: Articles, resource materials, visual aids, curricula, videos, and teacher guides.

Product Description: The Voyager curricula is an interdisciplinary program for students in grades K-8 that incorporates civics, history, reading, writing, and life skills. Students work as "pathfinders" or in "expert groups," a structure which promotes cooperative learning, shared leadership, and mutual responsibility.

Program Focus: Values in academics, leadership, life/social skills, service learning, and citizenship.

Staff Development: Seminars/workshops and on-site consultations.

of schools using products/services: 2,000+

Evidence of Effectiveness: In a national study of 2,121 students, 75% of all Voyager students made significant gains in reading on standardized test scores. Voyager programs consistently improved performance with between 55% and 80% of all students. Survey data collected from teachers, parents, and students showed that 89% to 99% of respondents attributed the success of their students' improved academic abilities to the Voyager learning experience. Between 91% and 99% of approximately 500 teachers surveyed would recommend the Voyager program to other teachers as a way to improve student performance. (*Evaluations conducted by the McKenzie Group, Univ. of TX, Houston I.S.D. and Voyager.*)

WISESKILLS RESOURCES

Program: *WiseSkills*

Contact(s): Seth Shapiro, Director

Address: P.O. Box 491, Santa Cruz, CA 95061

Phone: (831) 426-8920 **Toll-free:** (888) 947-3754

Fax: (831) 426-8930

Web-site: www.wiseskills.com

E-mail: info@wiseskills.com

Program Description: *WiseSkills* is a user-friendly character education program for grades K-12, adding high school materials in 3/2001. *WiseSkills Resources* is committed to providing schools and communities with practical and affordable materials for building character in young people.

Audiences: Elementary, intermediate, middle school and high school students; parents, community members, and businesses.

Program Components: Assessment, community involvement, moral development, service learning, school-based programs, and staff development.

Products: Resource materials, visual aids, newsletter, surveys, curricula, teacher guides, and student awards.

Product Description: The *WiseSkills* curriculum highlights the words and lives of inspiring positive role models such as Booker T. Washington, Mother Teresa, Mohandas Gandhi and many other multicultural figures. In addition, *WiseSkills* features materials to involve parents and community members in character-building.

Program Focus: Caring community/empathy, values in academics, conflict resolution, prevention education, ethics/moral philosophy, health education, leadership, life/social skills, service learning, and citizenship education.

Staff Development: Seminars/workshops.

of schools using products/services: 2,000+

Evidence of Effectiveness: Testimonials from four schools indicate that *WiseSkills* helps students resolve conflicts more positively and leads to decreases in discipline referrals and an improved school climate.



WORLD YOUTH NETWORK INTERNATIONAL

Contact: Mary Durbano / The Golden Group

Address: 537 Southview Avenue
Kennett Square, PA 19348

Phone: (610) 925-5679 **Fax:** (610) 925-3840

Web-site: www.wyninternational.com

E-mail: mdurbano@earthlink.net

Program Description: Quest for Character Curriculum – Based on educational and psychological research revealing that the (IQ) Intelligence Quotient is not the key determiner for a successful and satisfying life. This dynamic curriculum explores the core concepts of Intelligence Quotient, Emotional Quotient and Social Quotient as core competencies for success and satisfaction in the world. It examines the qualities of our learning “Intelligence” skills, “Emotional” responses, and “Social Relationship” skills. Helps students bring balance to their lives by highlighting IQ, EQ and SQ in a weighted, interdependent and systematic manner.

Audiences: Grades 4 & 5.

Program Components: Six – 5 week segments for a total of 30 weeks. Each segment covers one IQ skill, one EQ skill and one SQ skill in a simple but systematic manner. Each section includes Preview Self-Awareness Inventory, Daily Tracking Forms, Weekly Tracking Forms and Post-view Self-Awareness Inventory. One IQ, EQ and SQ word has the following components in each chapter: Definition of the word, Discussion Questions, Life Application Suggestions, 2 stories with discussion questions, 2 activities, 4 mentors and models, 6 great quotations. The goal is to help students internalize the models and put them into practice in their lives.

Products: Comprehensive Curriculum.

Product Description: See **Program Components**.

Program Focus: Character Education curriculum that helps children: balance emotions with reason, develop social skills, focus and concentrate, achieve their life goals, succeed in school, recognize the strength of cultural diversity, resist the influence of peer pressure, drugs and gangs, confidently face personal challenges.

Staff Development: Train the Trainer workshops available.

of schools using products/services: 82 schools.

Evidence of Effectiveness: Evaluations available with charts and graphs comparing pre-test and post-test scores.



YOUNG PEOPLE'S PRESS

Contact: Patricia Pflum
Address: 3033 Fifth Avenue, Suite 200,
San Diego, CA 92103
Phone: (619) 688-9040 **Toll-free:** (800) 231-9774
Fax: (619) 688-9044
Web-site: www.youngpeoplespress.com
E-mail: papatypipi@aol.com

Program Description: Young People's Press, "The Character Education Publisher," is devoted entirely to the publication of character education curricula for Grades K-12. Based on multicultural literature, core themes across the grades, and sound teaching strategies, the programs are designed to infuse easily into existing curricula.

Audiences: Grades K-12 and parents.

Program Components: School-based programs with available staff development.

Products: Curriculum materials including textbooks, teacher's guides, administrator's guides, posters, audio tapes, videocassettes, kits and workbooks.

Product Description: Lessons in Character is a systematic, theme-based series for Grades K-12 authored by noted character education expert B. David Brooks, Ph.D. Books of Responsibility is a 16-book series, each book a mini-anthology of multicultural stories that show a common theme such as Respect or Hard Work. Language arts programs include Daily Oral Language and the Reading For Character emergent readers. Guidance-oriented programs include Character Word of the Week and Character Theme-Based Literature. Other programs include Americans of Character biographic and the race relation's series Getting Along with Others.

Program Focus: Character themes, life skills (including problem solving), school-to-work and citizenship.

Staff Development: Conference presentations, workshops, and in-service trainings.

of students using products/services: 3,000

Evidence of Effectiveness: Independent research has been done showing that character education does work. Both anecdotal and normative or qualitative research supports the effectiveness of systematic character education. One example is the California Survey Research, Inc. (1991) Evaluation of Character Education in Los Angeles Unified School District. Results: Major discipline problems decreased 25%; minor discipline problem decreased 38.8%; suspension decreased 16%; tardy students decreased 18%; and unexcused absences decreased 18.2%. Also, Study of Lessons in Character, The Effect of Moral Development Curriculum Upon Moral Judgment (DeVargus, 1998) Showed: "The post-test scores of the treatment group were significantly higher than the pre-test scores, revealing that the treatment group posted a significant gain in its level of moral judgment over the nine months of the study."

YOUTH EMPOWERMENT STRATEGIES, INC. (Y.E.S.)

Contact(s): Chris Miller or Judith Springer, Psy.D.
Address: 43 Maple Avenue, Suite 9
Morristown, NJ 07960

Phone: (973) 359-9855 **Fax:** (973) 397-9950

E-mail: Empowerment-Inc@worldnet.att.net

Program Description: Works with school districts to plan, implement and evaluate customized, comprehensive peer leadership programs. The philosophy is to train a representative core group of students from each school to provide services for their peers in schools and the community utilizing the core ethical values; respect, caring, honesty, fairness and responsibility empowering students to be change agents or ambassadors of these principles throughout the district. During the training process, advisors and students learn and practice social, emotional and cognitive skills that will assist them in working more effectively with each other and the broader school communities. A critical outcome of their training is they are prepared to implement a service project within their school setting allowing peer helpers to apply lessons and skills, so that skills become internalized. Service projects create a trickle down effect allowing peer helpers to spread their climate of respect and caring in the schools. The overarching goal: to empower students to create a culture district wide that embodies a climate of respect for all.

Audiences: K-12, college students, educators, administrators, parents and community members.

Program Components: School-based programs, service learning, staff development, community involvement.

Products: Consultation-Program planning and needs assessment, evaluation design, curriculum and customized training curriculum design, newsletters, training for Peer Leaders, Advisors, Staff, and Parents

Product Description: YES provides experiential training programs for students, educators, administrators, parents and community members.

Program Focus: Peer listening, mediation, group facilitation, cross-cultural education, bias prevention, prevention education, transitions programs, peer advisor/teacher/counselor training, empathy skills development, conflict resolution skills, advanced communication skills, team-building, program planning and evaluation.

Staff Development: YES provides team-building programs and content-oriented training.

of schools using products/services: 60-70

Evidence of Effectiveness: Program evaluations have supported the efficacy of our training programs. Examples are available upon request. The net impact of peer helping programs is well documented, showing improvement in areas ranging from better school climate to enhanced individual academic achievement.

PROFILE DIRECTORY OF CHARACTER EDUCATION RESOURCES

NAME	PAGE NUMBER
<ul style="list-style-type: none"> • A Better Caring Way Institute • A Vision in Motion • Active Parent Publishing • ARGUS • B'Nice/No More Bullies • Bolden Publishing • Canter & Associates • Character Education/T.R.E.A.T • Character Development Group • Character Lady • Choices Count • Curriculum Media Group • Dave Streets Programs • Earth Rhythms • Family Services • Global Learning • Habit-Tat for Youth & Education • Hammond & Stephens • Innerchoice Publishing • Innovative Leadership in the Delaware Valley • Integrating Character into Technology • Jalmar Press • Kaye's Communication • Kelly Bear Press, Inc. • Kidsbridge • Let's Make Magic • Mad Science of Central Jersey, LLC • Matt Bellace • Million Dollar Machine (MDM)- Life Skills Training Program • Mobile Education Productions • Motivational Educational Training • Music Connecting Character • Online Learning.Net/Univ. of San Diego • Organizational Growth 	

PROFILE DIRECTORY OF CHARACTER EDUCATION RESOURCES

NAME	PAGE NUMBER
<ul style="list-style-type: none"> • Performance Resource Press • Periwinkle National Theatre • Positively Yours • Power Surge Video Series • Principle Wood • Project Wisdom: Helping Students Make Wiser Choices • Rainbow Child International • Recognizing Hate on the Internet • Research Press Publisher • Rick Berger's Ventevents • Sadecky's Puppets • Sandy Queen/Lessons in Living • School Datebooks • Spinning Bees • Sprout Recordings • Sunburst Technology, Inc. • The Educators Who Activate Lifelong Learning/T.E.A.L. • The Magic of Doug Young • The Quiet Riot • The Random Acts of Kindness • Tigerman: Anti-Violence Program 	

A BETTER CARING WAY INSTITUTE

Program: CPR Workshops: Creating Positive Results in School
Contact: Wendy Davis, Ph.D.
Address: 41 Watchung Plaza, #155
 Montclair, NJ 07042
Phone: 1-888-222-4771
Fax: 908-354-0988
Email: cprworkshops@yahoo.com

Program Description: A Better Caring Way Institute provides empowerment workshops for students, teachers and staff that Create Positive Results on various social issues (see product description below) that impact school life. We address issues of acceptance, peer pressure, harassment and discrimination, and assist students and staff to make positive changes both personally and within their schools.

Audience: Grade 6-12, teachers and staff

Program Components: Needs Assessment, CPR Empowerment Workshops for students, advisors, teachers and staff, Assembly Program Planning and Development. Follow-up and support.

Products: After School "Spot" Trainings, One, Two and Three Day Peer Empowerment Programs, All-School Peer Assembly Program Planning and Development, and Student Transition Preparatory Programs (Elementary to Middle School, Middle School to High School, High School to College)

Product Description: Current Workshops offered on the following issues: (1) Peer Empowerment Program: Facilitation Skills Training; (2) Basic CPR Communications Training: Speaking from the Heart & Getting Heard; (3) Cutting Through Cliques & Going Beyond Looks; (4) Drawing the Line: Flirting or Sexual Harrassment?" (5) Created Equal: Relating Beyond Gender Roles; (6) Bridging Cultural Gaps and Building Community; (7) Stress Management and Relaxation Training: Thinking S.M.A.R.T©

Program Focus: Creating caring community, life/social skills, communication, leadership and facilitation skills, respect and emotional intelligence.

Staff Development: Teacher training's, consultations, follow up sessions

of schools using products/services: Over 700 students and 200 teachers and staff have been trained using the CPR Training Model.

Evidence of Effectiveness: Post workshop evaluations from participants have been outstanding. A study on the program with sixth graders will be available Fall 2002.

A VISION IN MOTION

Program: Speakers Bureau
Contact: Jay Gittleson, President
Address: 380 Washington Avenue,
 Rutherford, New Jersey, 07070
Phone: (800) 883-4147 **Fax:** (201) 939-1088
Web site: www.avisioninmotion.com
Email: Jay@avisioninmotion.com

Program Description: A Vision in Motion is a unique motivational speakers bureau which specializes in motivators who have overcome tremendous adversities and now inspire and positively shape the lives of children from grades K-12, as well as parents and educators through a variety of life-enhancing topics. Programs are custom-designed to meet each school's needs and can range from a day-long set of presentations to year-long programs with follow-up throughout the school year. Through the theme of overcoming adversity, students become aware of the limitless possibilities that exist for themselves. Students witness firsthand how speakers who have overcome physical, mental and environmental challenges have succeeded in their own character development and are now reaching out to enrich the lives of others while teaching tolerance, respect, responsibility and citizenship.

Audience: Elementary, Middle School, High School, Parents, Teachers, Counselors

Program Components: Speaker Presentations on character development, self-esteem enhancement, conflict resolution, disability awareness, overcoming adversity, peer pressure, dream-building, parenting workshops, staff development workshops.

Products: Newsletter to be published, follow-up exercises distributed by speakers at presentations, district-wide curriculum to be adapted to year-long programs.

Product Description: Newsletter will serve as feedback mechanism from students, staff and parents on an ongoing basis. Follow-up exercises address specific issues brought up in presentations and serve as a way in which students can reflect on their own behaviors and on those in their school-wide community. They also provide a basis for the meaningful follow-up with returning speakers throughout the school year.

Program Focus: Tolerance and acceptance of people's differences through disability awareness programs. Harmony and respect through conflict resolution programs. Self-confidence and trust through self-esteem enhancement programs. Positive visions for the future through dream-building. Bridging the gap between children and parents through parenting workshops.

Staff Development: Seminars/workshops, in-service workshops, follow-up sessions.

of schools using products/services: Over 25,000 students have attended at least one of our speakers' presentations.

Evidence of Effectiveness: Testimonial letters of support from students, parents, teachers, and administrators

ACTIVE PARENT PUBLISHING

Program: Free the Horses
Contact: Virginia Murray
Address: 810 Franklin Court, Suite B
Marietta, GA 30067
Phone: (770) 429-0565 **Fax:** (770) 429-0334
Toll-free: (800) 825-0060
Web site: www.activeparenting.com
Email: cservice@activeparenting.com

Program Description: The *Free the Horses* program uses an action-packed video story to capture attention while teaching children in grades 1 to 4 to believe in themselves, their talents and their dreams. This program is based on sound principles of cognitive behavioral psychology. The video centers on the adventures of Kelly and her friends as they face a variety of problems that children face every day. The characters (played by children) learn to handle their problems positively and courageously, while developing character, courage, responsibility, cooperation, and peer-pressure resistance along the way.

Audience: Children grades 1- 4, daycare, after-school programs, children's community centers, summer camps, parents, school staff, and community members.

Program Components: Both School and Community-based instruction and staff development.

Products: Program kit contains 2 videos, Teacher's Guide, Story & Songbook, Hand Puppet, 128 Self-Esteem Stickers, 24 Reproducible Activity Sheets, Activity & Adventure Guide, Cassette (songs from video) and a Completion Certificate.

Product Description: *Free the Horses* is a flexible program divided into 11 video and discussion lessons, designed to last 30-45 minutes each, with nine optional lessons. The Teacher's Guide gives step-by-step instructions on when to show the video and when to stop for discussion and class activities.

Program Focus: Studies show that children who develop *responsibility, cooperation* and *courage* have higher self-esteem, fewer behavioral problems and more courage to face life's challenges. Schools that use *Free the Horses* have had great success with the program.

Staff Development: One day training seminars.

of schools using products/services: 200+ nation wide

Evidence of Effectiveness: Study conducted by Martha L. Rawls, B.S., M.Ed. A Thesis Presented to the Faculty of the Graduate School of Northeast Louisiana University in Partial Fulfillment of Degree Requirements of Education Specialist. Titled: The Effects of an Experimental Program on the Self-Esteem of Second-Grade Children as Measured by the Piers-Harris Children's Self-Concept Scale. (Available on our web site)

Additional Programs: Connecting With Kids; Home-boys; Think About It: Understanding the Impact of TV/ Movie Violence; Lessons from Littleton Packaging

ARGUS by TREND

Contact: Jane Ross, Director, Customer Service
Address: PO Box 64073, St. Paul, MN 55164
Phone: 1-800-860-6762 **Fax:** 1-800-845-4832
Website: www.trendenterprises.com
Email: customerservice@trendent.com

Program Description: Comprehensive, research-based, teacher-friendly, full year, character education programs that integrate into the existing curriculum. The programs are designed to develop key character traits using literacy-based activities, which are aligned to the National Language Arts Standards. ARGUS' programs achieve the three C's that research shows are critical for a successful character education program: climate, community, and curriculum.

Audience: K-12 Schools

Program Components: A Celebration of Character: Integrating Character Education Into Your Curriculum offers schools a solid, comprehensive, teacher-friendly, engaging program which focuses on the cornerstones of character: respect, responsibility, honesty, effort, kindness, and trustworthiness. These cornerstones are taught through a series of projects that are designed to be flexible for variations and student's ability, readiness and learning styles. Building Character: Strategies for 6-12 Educators to Promote Character Development in Their Students and Classrooms contains hands-on strategies for meeting the challenges of building character in students. The authors are classroom teachers and work with students everyday. They provide creative techniques for addressing such issues as citizenship, determination, and courage. Filled with practical activities and inspiring quotes, this book is sure to become a valuable resource.

Program Focus: Comprehensive programs, which effectively integrate the teaching of six character traits, which can be integrated into existing curriculum.

Staff Development: Character Education: A Primer for Teachers which is a "how to" blueprint for teachers. This book answers questions such as "What is Character Education?" "What teaching strategies are recommended?" and "How do I choose curriculum and create lesson plans?" as well as recommends other resources and programs to meet the needs of today's teachers.

of schools using products/services: materials used in over 35000 schools

Evidence of effectiveness: The Walnut Hill Elementary School, in Dallas, TX (US Dept of Education Blue Ribbon School and a National Character Education winning school from the National Character Education Professional Association) reports "Standards listed with the lessons make lesson plan writing easier." "The objectives were clear and appropriate."

B'NICE NO MORE BULLIES

Program: NO MORE BULLIES!©
Contact: Juli Savettiere
Address: PO Box 9038, Morristown, NJ 07963-9038
Phone: (973) 538-4795 **Fax:** (973) 539-9606
Web Site: bniceproductions.com (avail. mid-2002)
E-mail: bniceproductions@aol.com
Program Description: Critically acclaimed, fun, easy, kid/teacher-friendly and memorable, NO MORE BULLIES!© is more than just an anti-bullying workshop – it is a character awareness program. Through age-appropriate workshops, students will be shown how they are treating each other, given alternatives to what has become habitual mean behavior, inspired to make nicer, safer and more compassionate choices, and empowered to keep each other physically and emotionally safe in school. In addition to student workshops, staffs (including lunch/playground aides) and parents receive separate trainings. The chants, rhymes and raps that make up the NO MORE BULLIES!© language is the backbone of this innovative program.
Audience: K-5 Students, ENTIRE School Staffs, and Parents
Program Components: Three-Pronged Approach: A. (4) Student Workshops (up to 150 students/workshop until all are complete). B. (1) Six-hour Staff Training (includes all staff and lunch/playground aides) This fun, comprehensive training teaches staffs how to simply and effectively implement this program into daily school life. C. (1) Two-hour Parent Workshop. Places parents on the "same page" as students and staff for maximum effectiveness.
Products: Staff Training Manuals are included with each staff training, and detailed parent letters are provided after each workshop.
Product Description: Staff Training Manuals have been called "outstanding materials that make it easy for teachers to consistently work the program in their classrooms with very little effort".
Program Focus: Children have become accustomed to and comfortable with being mean. Worse yet, many **children and adults believe** in the "kids will be kids" philosophy, and that hurting each other is just a part of life. THIS CONCEPT IS ABSOLUTELY FALSE and if we can **change our thoughts** about what we deserve, we can **change our behavior as well**. NO MORE BULLIES!© evokes this change with easy strategies and tools that promote the ON-GOING physical and emotional safety of EVERYONE at school.
Staff Development: Registered NJ Professional Development Provider, in-service programs, seminars/workshops, follow-up sessions, including weekend, evening and summer trainings
of schools using products/services: Over 4000 students by June 2002
Evidence of Effectiveness: Many teachers report students are having greater awareness and respect for fellow students, as well as students coming forward to help those being bullied. Students report feeling safer in school, while many parents are using the NO MORE BULLIES!© language at home to help their children deal with bullying, as well as to help diffuse sibling conflicts. Reviews available upon request.

BOULDEN PUBLISHING

Program: Character Education Quiz Show Pro CD Kits
Contact: Linda Frechin
Address: P.O. Box 1186
Weaverville, CA 96093-1186
Phone Toll-free: (800) 238-8433
Fax: (530) 623-5525
Web-site: www.bouldenpublishing.com
E-mail: jonathan@bouldenpublishing.com
Product Description: This computer based program teaches students to define and apply the featured character traits to commonly encountered situations. Twenty character traits are presented and reinforced on two CDs. Each CD has two levels of difficulty with five traits featured at each level. An upbeat game show format is used to hold students attention while they learn. Traits presented on CD #1: confident, cooperative, courteous, forgiving, helpful, honest, kind, loving, loyal, respectful and on CD #2: compassionate, dependable, determined, gentle, grateful, industrious, patient, persevering, self-disciplined, tolerant.
Audiences: CD #1 Grades 2-4, CD #2 Grades 3-5
Program Components: Each CD Kit contains the CD, a leader's guide, preliminary and follow-up activities.
Products: Workbooks with reproducible activity pages, interactive videos and CD ROMs, classroom and small group programs, teacher guides and parent guides.
Staff Development: Detailed leaders' guides.
of schools using products/services: 16,835 schools use Boulden Publishing products.
Evidence of Effectiveness: Quiz show scores demonstrate participant's understanding of the definitions and applications of the traits taught. Field test results and feedback from customers using the products indicate that the products are effective in introducing and reinforcing basic concepts.
Other Programs Offered: Boulden Publishing also offers a wide range of videos, books, small group programs, games, and role play materials.

Visit the NJ Department of Education
Character Education Website

www.state.nj.us/njded/chared

CANTER & ASSOCIATES

Program: Teacher Education Courses in Character Education
Contact: Vic Schneidman
Address: 12975 Coral Tree Place
Los Angeles, CA 90066-7020
Phone: 800-733-1711 x4866
Fax: 310-578-4710
Website: www.Canter.net
E-mail: vic.Schneidman@educate.com

Program Description: Canter & Associates in conjunction with Marygrove College offers graduate-level teacher education courses that focus on training teachers how to develop and foster positive character traits in their students. Each course focuses on research-based concepts that are presented and modeled in such a way that teachers can apply them to their teaching immediately.

Audience: K-12 Teachers and administrators

Program Components: There are 4 graduate-level distance-learning or professional development courses that incorporate different elements of character education: Teaching Students to Get Along (grades K-6); Strategies for Preventing Conflict and Violence (grades 7-12); Relationship-Based Classroom Management and Parents on Your Side.

Products: The distance-learning courses come with a study guide, a set of videotapes and a textbook. The live-training courses include a study guide, textbook, experienced trainer, and some videotapes with facilitator guides.

Product Description: Each study guide contains activities and information related to each lesson of the course. They also contain all required reading articles and a thematic glossary. The videotapes show experts in the field discussing pertinent information and master teachers implementing new concepts in classrooms with students.

Program Focus: Each course focuses on practical ways to design and implement classroom and school-wide strategies that strive to help teachers create and foster a positive classroom and schoolwide community. Other areas of focus are: developing pro-social expectations, assertiveness skills, anger management and conflict resolution.

Staff Development: These courses are offered in two different delivery methods—distance-learning video courses or as live training.

of schools using products/services: Since 1976, more than 2 million teachers

Evidence of Effectiveness: Two-year longitudinal study conducted by Dr. Evelyn Ogden, Assistant Superintendent, East Brunswick School District, New Jersey.

CHARACTER EDUCATION/T.R.E.A.T

Program: Character Education; T.R.E.A.T - Teaching Respect, Ethics and Tolerance

Contact: Ted Fattoross

Address: 460 Hartford Drive (Cambridge Heights),
Nutley, NJ 07110

Phone: (201)933-5235

Web site: <http://www.TedSpeak.com>

E-mail: tedspeak@aol.com

Program Description: Focus is on addressing the presence and prevalence of social stigmas, particularly, but not limited to, race, appearance and sex. Creates awareness in several areas, including: empathy, consequences on those who judge and are judged in this manner, effectively standing up to peer pressure in a peaceful manner, and more. Includes practical application that is relevant to all program points, and encourages that application both in and outside of school. ****PLEASE NOTE***Program can be modified to address student, staff, and/or parent groups.*

Audience: Students grades 2-12, all staff groups, and parents.

Program Components: Can consist of; but not limited to, one or more of the following: Interaction, role-play, roundtable, discussion groups, workshops or seminars/breakout sessions. Schools can choose to work with these components or work with our staff to develop the components that are right for their school or district.

Products: Including, but not limited to: Keynote addresses, breakout sessions, workshops, seminars, assemblies, panel discussions, facilitation and customized programs.

Product Description: Full range of speaking services for all your school or district needs.

NJ Professional Development Provider # 1034.

Program Focus: *Addressing society's minimization of the importance of respect and tolerance for all. *Educating participants away from negative stereotyping, and in how to discourage others away from it. *Reinforcing Character Education values already being practiced at school/district. *Providing practical application of principles as life skills rather than "school rules". *Building the self-esteem of individuals in order to strengthen and encourage them to stand for what they believe is correct.

Staff Development: **YES** -- Programs are available for all staff groups, ranging from district administrators to support staff, no group too small or too large.

of schools using products/services: 2,000 +

Evidence of Effectiveness: 4,000 events with 90% above average ratings.

Other Programs Offered: Including, but not limited to: Character Counts, Infusing Character Education Into Core Curriculum, Building Self Esteem, Up With Teachers, Anger/Stress Management and Conflict Resolution, Violence Prevention, Affirmative Action, ESPA, GEPA, HSPA Preparation, Bias Free Youth, Diversity Training, Subcultural Behaviorism, Parents and Education, Parental and Community Involvement, Peer Mediation Training/Mentoring/Leadership, Heroes & Kids, Project Citizen.

***NOTE - PROGRAMS ARE DEVELOPED BASED UPON EACH SCHOOL/DISTRICT'S NEED**

CHARACTER DEVELOPMENT PUBLISHING

Program: Character Development Publishing
Contact: Dixon Smith, Director of Operations
Address: PO Box 9211
 Chapel Hill, NC 27515-9211
Phone: (919) 967-2110 **Fax:** (919) 967-2139
Web Site: www.charactereducation.com
E-mail: respect96@aol.com

Program Description: Character Development Publishing is a nationally renowned provider of character education tools and resources. They offer a wide variety of materials including Dr. Philip Fitch Vincent's best selling *Developing Character in Students: A Primer for Teachers, Parents, and Communities*. All titles are reviewed for their content and educational value. With new titles added regularly, this is a one-stop shop for the most up to date resources that will help your school or community restore a climate of civility and good character.

Audience: Teachers, Administrators, Counselors, Coaches, Parents, School Board Members, Community Leaders, Business Leaders, and College Classes.

Program Components: Books, Videos, Operating Manuals, Character Education Program Assessment Tool, Music, Activities, web based resources, and more...

Products: All products have been reviewed by character education experts as well as used and proven invaluable in thousands of classrooms and communities across the United States and the world.

Product Description: The most trusted series of staff development tools and materials available today. A diverse and comprehensive collection of resources from academic theory to day-to-day classroom activities for grades K-12.

Program Focus: Best practices, restoring school civility, service learning, quality literature, teaching for thinking, and cooperative learning...all WITHOUT ADD-ONS.

Staff Development: CDP/CDG is a certified NJ provider for Character Education. Authors and Consultants, Dr. Philip Fitch Vincent and Charlie Abourjilie, are available for consultation, in-service training, workshops, and keynotes.

Of Schools using products/services: Hundreds of schools and communities have utilized Character Development Publishing for their character education resource needs.

Evidence of Effectiveness: Majority of business is repeat business or by referral.

Other Programs Offered: Staff development workshops, keynotes, conference expertise and planning, fund development support, and web resources.

CHARACTER LADY

Program: "Helping ZIP Get a Heart"
Contact: Veronika Sarcone, C.S.W
Address: 298 Pacific Avenue
 Staten Island, NY 10312
Phone: 718-967-4028
Fax: 728-967-4028

Program Description: A unique program that works on motivation. "Helping ZIP Get a Heart," puts the children in the teacher's seat as they teach a heartless robot, ZIP, about good character. In eight monthly assemblies, the children enter "Mrs. Sarcone's Laboratory" to "fix ZIP," a life-size interactive robot. (ZIP has no heart). The children will teach ZIP what is needed to grow in good character, using the Golden Rule2, "treat others as you want them to treat you" as the foundational motivation. Since good character emanates from the heart, their success in this effort will result in ZIP obtaining his heart and, of course, coming to life! Each presentation is age-appropriate, giving challenges to grow in good character, by understanding its meaning and evaluating its application to various real-life situations.

Audience: K-5, staff, administrators, and parents

Program Component: Assembly-formatted programs, staff development, parental involvement. The program includes a theme song, "If I Only Had A Heart" 100 reproducible transparencies, scores of games and riddles to meet objectives of review, reflexive thinking, decision-making, feelings identification and validation, and fun! Also included are graphs, literature, current events, take home reinforcement material, life-size props, costumes, backdrop, puppets, videos and skits.

Products: Training manuals and seminars to duplicate program on a district level.

Product Description: Lesson plans, staff memos, letters to parents, visual aids and songs

Program Focus: Multimedia approach in teaching trustworthiness, respect, responsibility, fairness, caring and citizenship, with attention to the development of moral decision making, peer pressure, leadership and self-control.

Staff Development: Training available for district-wide incorporation into local schools

of schools using products/services: The program has recently made its debut in two socio-emotionally diverse schools in NYC

Evidence of Effectiveness: The kids! Over eight hundred letters revealing proof of achieving performance objectives and applying them. Also available are letters from principals.

CHOICES COUNT/IT'S YOUR CHOICE

Program: "CHOICES COUNT!" and "IT'S YOUR CHOICE!" Assembly Programs
Contact: Michael Daly, Vice President and Ronnell Buckhannon, Director of Scheduling
Address: 8801 Magnolia Avenue, Santee CA 92071
Phone: 619-258-0510 **Fax:** 619-258-0433
Toll Free: 1-800-571-TEAM (8326)
Web-site: www.primaryfocus.org
E-mail: scheduling@primaryfocus.org
Program Description: Primary Focus is comprised of 5 Teams of 9 college-aged young people who reach out and positively impact over 1,250,000 children annually. Their mission is to teach and reinforce character based principles that children will practice for life. In collaboration with the national CHARACTER COUNTS! Coalition, the highly effective and entertaining assemblies include fun and energetic music, singing, choreography, drama, costumes, props, and audience participation. The programs are centered around the "SIX PILLARS OF CHARACTER" These pillars are: **Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship** and they are presented as a counterbalance to the negative influences bombarding children everyday such as bullying, conflict resolution, drugs, alcohol, tobacco, gang violence, and dropping out of school. Students will leave these assembly programs not only entertained, but motivated to develop their personal skills in the area of positive choice making principles.
Audience: Elementary Schools; Pre-school through sixth grade.
Program Components: Live assembly programs with leave behind materials for follow-up reinforcement.
Products: Compact discs, cassette tapes, VHS videos and posters. Additional products available directly from CHARACTER COUNTS!
Product Description: All products centered around the SIX PILLARS OF CHARACTER. CD's and cassettes feature the music from the assembly programs. The VHS video features the entire assembly program performed live.
Program Focus: To use talented and gifted young people as role models to challenge children to make right choices in the areas of caring community/empathy; ethics/moral philosophy; life/social skills.
Staff Development: Conference(s) and seminars/workshops available directly from CHARACTER COUNTS!
of schools using products/services: over 5,000 schools nation wide.
Evidence of effectiveness: Noted reports of reductions in suspensions, bullying, disrespect, etc. and an overall consensus by teachers and principals that the program had a positive and motivating impact on student behavior, school work and attitude.

CURRICULUM MEDIA GROUP™

A division of Films for the Humanities & Sciences

Program: Curriculum Media's SMART Start Program
Contact: Diane Bilello
Address: 12 Perrine Road
Monmouth Junction, NJ 08852
Telephone: 800-257-5126 x8039
Website: www.films.com,
www.meridaneducation.com, www.cambridgeeducational.com,
Program Description: Designed around the eleven core principles of effective character education, the SMART Start Program (Standards-based Media Resources for Teachers) provides an effective and comprehensive program for all members of the value chain community. Using a "blended" learning model, SMART Start combines media resources, educational standards, classroom learning strategies and hands-on teaching tools that help educators plan, provide, and perpetuate the character education values that will last a lifetime.
Audiences: K-12 students, teachers, school specialists, parents and guardians
Program Components: The SMART Start "blended" learning model contains six key components: (1) Media Resources - videos, DVDs, CD-ROMs, and posters create a library of character education materials for use across curriculum areas; (2) Educational Standards - all program components are aligned with national and state educational standards for character education development; (3) Teaching Strategies - "how to" teacher's guide provides creative ideas and proven methodologies for successfully integrating the SMART Start media resources into your curriculum; (4) Teaching Tools - student workbooks, reproducible handouts, discussion questions, group activities, individual projects, self-reflection and awareness exercises, and web-based activities extend the character education process beyond the traditional classroom boundaries; (5) Evaluations - both qualitative and quantitative evaluation tools are provided to measure character education awareness and behaviors; and (6) SMART Start Workshop - an interactive workshop designed for teachers and/or parents provides an opportunity to see first-hand how these products and services can help to infuse character education into every aspect of the school's culture.
Products: Grade-appropriate videos, DVDs, CD-ROMs, and posters comprise the SMART Start media resource library for K-12 students and teachers. Teacher's guides, teaching tools, evaluations and workshops also available.
Product Description: Titles address respect, self-esteem, conflict resolution, peer pressure, values, coping with stress, goal setting, decision making, bullying, diversity, tolerance, fairness, caring, violence, teamwork and responsibility.
Program Focus: Educational media resources combine with a "blended" learning approach giving teachers the tools they need to weave character education into their own curriculum. Program components can be mixed-and-matched to create a personalized character education roadmap for any school.
Staff Development: The SMART Start Workshop is delivered through a one-day onsite interactive training session. Our program facilitators can tailor this workshop for teachers, parents, or other community members.
of Schools Using Products/Services: 10,000+ K-12 schools and educational agencies throughout the country

DAVE STREET'S PROGRAMS

Program: "How To Manage Our Anger And Improve Our Planet" (Grades 5-12), "How To Make Positive Choices And Be Good Citizens When Life Is Unfair" (Grades 2-4), Building Character In The Class (Teachers)

Contact: Dave Street

Address: 312 Skene Drive
South Plainfield, New Jersey, 07080

Phone: 908-757-8939

Website: www.davestreet.net,
<http://www.davestreet.net/character.html>,
<http://www.davestreet.net/schoolprograms.html#a4>

Email: EcoDave908@aol.com

Program Description: These programs illustrate how to succeed in the world by being a person of integrity and high moral character. The shows inspire students to make positive choices when life is unfair, take responsibility for our behavior, manage our anger, control our emotions in a positive way, create success in our lives and find practical solutions to problems and conflicts.

Audience: All grades, with grade appropriate presentations. Also available are special programs for 'at risk' audiences in alternative schools, shelters and juvenile detention centers. Also available are programs for teachers, parents and administrators.

Program Components: The programs are structured as theatrical presentations illustrating the various components of character education, including storytelling, the illustration of ideas, group discussion and, for younger students, role playing making good choices.

PROGRAM FOCUS: Getting young people (and all people) to do positive things when we are angry and emotionally upset as a premise for creating a world of success for all. Also illustrates how to create a better world by being people who keep our word to each other and bring integrity into our relationships.

Staff Development: Conference presentations, seminars/workshops -- an exciting keynote speaker. Dave Street is also a Certified Provider for Professional Development for teachers in New Jersey.

of schools using products/services: 100+ schools and 25,000 + students and teachers yearly.

Evidence of Effectiveness: Repeated testimonials from students, educators and administrators indicate that the presentations have in a practical way touched the lives of the many people he's presented his programs for. Administrators have told Dave that students were discussing the ideas of the program long after he was gone and he receives e-mails from teachers and students thanking him for his advice and illustrating how they were successfully able to apply it their own lives! Dave Street has been officially honored by the NJ State Senate for his work and was appointed to the NJ Conference of Mayors



EARTH RHYTHMS

Contact: Mary Durbano / The Golden Group
Address: 537 Southview Avenue
Kennett Square, PA 19348
Phone: 610-925-5679
Fax: 610-925-3840
Web-site: www.earthrhythms.com
E-mail: mdurbano@earthlink.net

Program Description: An interactive rhythm and global music assembly program designed to educate, develop cultural awareness and provide healthy activities that foster creative expression. Students play percussion instruments and participate in call and response activities.

Audiences: Elementary, Intermediate, Middle, & High School Students, Community groups, Recovery groups.

Program Components: Demonstration, group participation exercises, guided sound relaxation exercise.

Products: percussion instruments

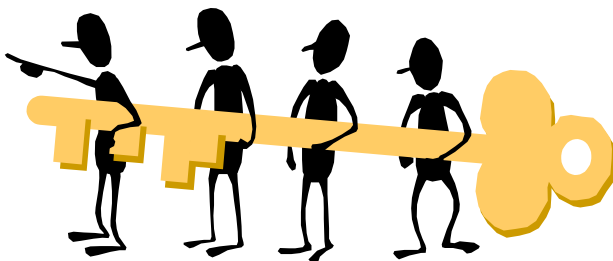
Product Description: Various drums, World REMO percussion, imported hand percussions

Program Focus: Using rhythm as a metaphor for building healthy relationships, the workshop focuses on community building, developing listening skills and new ways of communicating. Also includes respect for self and others, team building and multi cultural appreciation.

Staff Development: Team Building

of schools using products/services: 200. Weekly programs at a major therapeutic facility. Many community groups.

Evidence of Effectiveness: Personal testimonials from participants. Testimonial letters from Principals. Newspaper and magazine articles. All available upon request.



Visit the NJ Department of Education

Web-site at
www.state.nj.us/njded/chared

FAMILY SERVICE

Program: COLORS (Creating Optimal Learning on Racial Sensitivity)

Contact: Curtis A. Myers
Address: 770 Woodlane Rd, Suite 57
Mt. Holly, NJ 08060

Telephone: 609-518-2477
Fax: 609-518-2472

E-mail Address: curtism@famserv.org

Program Description: COLORS is a student-based program that promotes greater awareness, understanding and appreciation among high school students on issues related to race relations. Selected students produce a video and discussion guide based on their experiences. Our staff trains students in their local schools to facilitate a meaningful dialogue on race relations based on the video program.

Audience: High school students

Program Components: On site training with local student delegates and planning support for implementing a school wide program.

Products: Video and discussion guide

Product description: 25 minute video that explores race relations through the eyes of high school students. The accompanying discussion guides provides a curriculum for meaningful student dialogue based on the video.

Program focus: Open student communication regarding race to promote conflict resolution.

Staff development: Staff is trained along with students.

of Schools using service: 15

Evidence of effectiveness: Survey results

Other programs offered: The Prudential Youth Leadership Institute

GLOBAL LEARNING, INC.

Contact: Jeffrey Brown, Executive Director
Address: 1018 Stuyvesant Avenue,
Union, NJ 07083-6023

Phone: (908) 964-1114 fax (908) 964-6335

Web site: www.globallearningnj.org

Email: globallearning@att.net

Program Description: The Conflict Mediators Program is a structured, student-base program that works with both adults and students to implement a student mediation service in elementary, middle and secondary schools, grades 3-12. Having been trained in problem solving, assertiveness, listening, and leadership skills, the student peer mediators mediate non-physical disputes among fellow students at the school. Students with conflicts seek out or are referred to Conflict Mediators instead of fighting or relying on adults to settle their problems. (This program has been adapted from the Community Boards Program since our regional training in 1987)

Audiences: Grades 3-12 student mediators, teachers, administrators, counselors, parents, aides.

Program Components: Staff development on conflict resolution and peer mediation, student mediation training

Products: Training and implementation manuals; resource materials

Product Description: These materials are designed to train student mediators as well as school staff and parents in conflict resolution and peer mediation skills

Program Focus: Conflict resolution, peer mediation, cross-cultural competency

Staff Development: Seminars/workshops, on-site consultations, follow-up sessions

of schools using products/services: 60+

Evidence of Effectiveness: Responses from written participant evaluations have been consistently positive. An external evaluation of a three year project in two schools in Newark (Miller Street Elementary School and Malcolm X Shabazz High School) by Dr. Michael Knight of Kean College concluded that the Conflict Mediators Program has reduced conflicts and suspensions in schools and has had positive demonstrable results with the trained student mediators, with the students whose conflicts have been mediated, as well as with the faculty and staff of those schools.

HABIT-TAT FOR YOUTH & EDUCATION

Program: The Caring Habit of the Month Adventure

Contact: Elaine Parke or Kay Brown

Address: 121 West New Castle, Zelienople, PA 16063

Phone: 724-453-0447 **Toll-free:** 866-453-8090

Fax: 724-453-8090 **E-mail:** allofus@icubed.com

Web-site: goldenrulerevolution.com

Program Description: Caring Habit of the Month Adventure is a prepared environment media strategy to surround students with and consistently convey one character theme for a habit-forming period of time-30 days. Other character education curriculum can be used and coordinated with this monthly strategy. For instance, in September when the Caring Habit theme is "Do Your Best", teachers are encouraged to teach words such as, Dependability, Diligence, Responsibility, etc.

Audiences: Grades 4-9.

Program Components: At school, every wall is filled with posters, bulletin boards, murals, and locker signs, many of which are created by students. The students receive homework planners, stickers, pencils and book-marks. To encourage family involvement, they receive dinner table tents to take home. Students participate in activities to learn theme-related character words all month long so that after 30 days of repetition and reinforcement, the "caring theme" becomes a "caring habit."

Products: There are 9 full sets of the following monthly materials: Hallway & Classroom posters, 3' x 8' BANNERS, 50-page Teacher Idea Books and Inspiration Books, Student Homework Planners, Pencils, Bookmarks, Take-Home Table Tents, Stickers, Bookmark Health Bars, Teacher Pencil Cups, and a 270 page book: Join the Golden Rule Revolution, Practice One Habit Each Month of the Year.

Program Focus: This program provides a sustainable year-round "cookie-cutter" strategy to strengthen the "desire" to practice good character among students by bringing everyone together in the same focus at the same time. This is how media influences youth. Habit-themes are Do Your Best, Be Patient & Listen, Positive Attitude, Community & Friends, Help Others, You Count, Resolve Conflicts, Environment, and Appreciation.

Staff Development: An intensive and enjoyable half-day in-service is provided at the start of each school year. School personnel, parent groups and community representatives are encouraged to attend.

of schools using service/products: Currently 10 schools serving nearly 6,000 students are involved. 25 schools are projected by September 2001.

Evidence of Effectiveness: Administrators agree that tension in the school has been reduced and caring increased. One student commented, "I am now nice to people I used to be mean to." Statistical Improvements at Aliquippa Middle School (600 students) between 1998 and 2000 include: Honor Roll increase of 18%, doubled homework completion rate, 25% reduction in detentions and expulsions, 85% students reporting more caring respectful behaviors.

HAMMOND & STEPHENS

Contact: Terry Meyer
Address: P.O. Box 629, Fremont, NE 68026
Phone: 402-721-1800 **Toll free:** 800-228-9875
Fax: 800-633-0630
E-mail: sales@hscom.com

Program Description: Character education student planner supplements, for students of all ages and grade levels, the defining and describing of what character traits are and how they affect students on a daily basis offering explanation of how people grow up with a set of basic character traits and values. Also the more we practice using these values the more we can build strong character.

Audiences: Elementary, middle / junior high, high school students, educators, administrators, parents, family and community members.

Program Components: Explanations and descriptions of individual character traits, that will offer students content for thought provoking discussion.

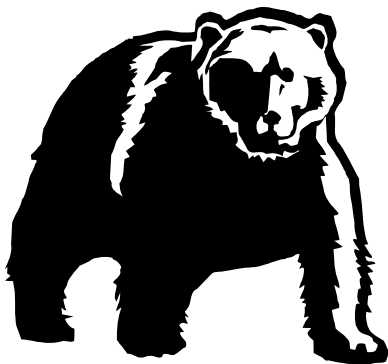
Products: Student planners and videos that contain character building education information.

Product Description: Character education teacher planning guides for elementary, middle / junior high, and high school grade levels. An eight-page supplement for student planners in age appropriate levels to be used as a tool in teaching character education.

Staff Development: Teacher planning guides for all grade levels, which includes a variety of teaching tips and exercises for expanding areas of character development in the classroom.

of schools using products / services: Not available at this time.

Evidence of Effectiveness: The implementation and usage of student planners in schools has been increasing over the last decade. This increase also substantiates the need for organizational skills, as well as the importance of information regarding character education to be offered.



INNERCHOICE PUBLISHING

Program: Impact
Address: 24426 S. Main Street, Suite 702
Carson, CA 90745
Phone: 800-662-9662 **Fax:** 310-816-3092
Website: www.jalmarpress.com
Email: jalmarpress@att.net

Program Description: 7-12 level: Impact: A Self-Esteem Based Skills Development Program for Secondary Students. This "sharing-circle" driven program facilitated the growth of secondary students by teaching the skills that are essential to life-long learning and success. Over 200 motivating students activities are cross-correlated to curriculum content and are grouped into 11 themes: Communicating Effectively; Self-Awareness; Making Decisions; Setting and Attaining Goals; Solving Problems; Relating to Peers; Team Building; and Careers. Leadership 2000: Preparing teens for Life, Work and Leadership. Contains a curriculum guide and reproducible activity sheets. Covers the following topics: Wellness and Fitness, Interpersonal Skills, Friendship, Inclusion and Interdependence, Goal Setting, Decision Making and Problem Solving, Team Building, Leading and Following, The Leader's Tool Kit, Conflict Resolution, Self-Determination and Personal Mastery, Peer Coaching, and Responsibility and Community Outreach.

Audience: Middle and High School students

Program Component: Impact includes a curriculum guide, a book containing additional fully developed circle session discussion topics, a circle sessions rules poster, a packet of student worksheets reproducible masters and four circle session procedure sheets to facilitate student leadership. Leadership 2000 includes the following Leader's Manual and Curriculum guide and reproducible Student Workbook Sheets.

Program Focus: Both programs are meant to develop "character-conscious" students who become compassionate life-affirming members of society, who have the skills to carry out that commitment, and who are dedicated to life-long learning.

Staff Development: Each program can be run by a school independent of outside consulting help.

of schools using products/services: Impact has been implemented in over 5000 schools nationwide

Evidence of Effectiveness: Impact was originally developed for the New York City Board of Education and was evaluated for effectiveness and ease of use during the entire development stage. Leadership 2000 was developed for the US Department of Health and Human Services and was extensively field tested for effectiveness and ease of use in Texas and through the Office of Migrant Education in California

INNOVATIVE LEADERSHIP IN THE DELAWARE VALLEY

Program: Being Yourself/I-Sight Program
Contact: Ellen Hohmann, President
Address: 732 Society Hill Blvd.,
 Cherry Hill, NJ 08003
Phone: (856) 489-8665
Web Site: innovativeleadershipdv.com
Email: ehohmann@innovativeleadershipdv.co

Program Description: A comprehensive character education development program designed for youths with complementary workshops for educators and parents. The program helps youths and adults manage themselves more effectively when relating to people and situations. The participants learn how they experience success, and may at times inhibit or limit the success they experience.

Audience: 12-18 yrs., educators, parents

Program Component: The program utilizes a research-based instrument for self-assessment and is presented as ten one hour lessons to students in a classroom on a variety of small group settings. The instructor has the flexibility to present the lessons in a format that meets scheduling needs and is easily integrated into existing curriculums. Complementary workshops (half day) for educators and parents are recommended to complete the cycle necessary for a comprehensive approach to character education

Products: Program includes self-assessment instrument, workbooks, facilitator guide, handouts and overheads

Product Description: The Being Yourself curriculum is easy to follow for both students and teachers utilizing active learning experiences. The participant's workbook and learning instrument is simple but creative. The facilitation guide is well organized and informative. Each lesson provides a plan or can be used as a guide. Materials can be purchased separately or as a package.

Program Focus: The curriculum focuses upon developing enhanced self-awareness and self-management competencies as well as laying a foundation for improved social skills. Participants begin to gain a more realistic perspective of self as well as a greater understanding and appreciation of others. The program presents important and timely concepts that can immediately be transferred into actions applied to everyday life.

Staff Development: Facilitation and curriculum training workshops for educators are available to support implementation. Optional in-service/Professional Development and developmental sessions can be conducted for the staff.

of schools using products/services: Curriculum materials have been purchased for schools in twenty-six different states, Canada and United Kingdom since January 2000. over 10, 000 self-assessment instruments have been purchased.

Evidence of Effectiveness: Evaluations submitted by teachers, principals and educators indicate the excellence of course materials, ease of usage, relevance and appropriateness or topics. Many educators report a noticeable improvement in behavior over time. Testimonial letters from educators are available upon request.

INTERGRATING CHARACTER INTO TECHNOLOGY

Program: Integrating Technology Into
 Character Education
Contact: Lori Mangano
Address: 7217 Atlantic Avenue
 Ventnor, New Jersey 08406
Phone: 609-822-8474
Email: Lrmangano@aol.com

Program Description: Our program is designed to use technology in order to create a collaborative and supportive learning environment that implements character education across the curriculum while allowing students to work with their peers and form their own opinions on mortality. Teachers will facilitate, lessons and technology will be customized for each school district and community accordingly.

Audience: Middle School (Grades 5 to 8)

Program Components: Staff development and training, lesson plans and multimedia CDs.

Products: Curricula, multimedia CDs, teacher guides

Product Description: Multimedia CDs that utilize the Internet for research as well as incorporate character lessons. Each lesson is designed in accordance to the needs of the students and their community.

Program Focus: Our program focuses on using technology infused classrooms that will allow students access vast amounts of information in order to provide a stage for moral growth and reasoning. We eliminate the directive approach to teaching character and focus more on the students as learners. Concepts to be taught are designed according to staff and student surveys.

Staff Development: On site development that will include technology training, follow -up sessions

Evidence of Effectiveness: Student enthusiasm, administration and teacher comments

JALMAR PRESS

KAYE'S COMMUNICATION

Program: The Esteem Builders' Complete Program
Contact: Cathy or Bradley Winch
Address: 24426 S. Main Street, Suite 702
Carson, CA 90745
Phone: 800-662-9662
Fax: 310- 816-3092
Website: www.jalmarpress.com
Email: jalmarpress@att.net

Program Description: A fully-integrated, comprehensive K-8 program for students, teachers, parents, trainers, school support staff, and the community to improve achievement, behavior and school climate. Based on over 20 years of researched and field-tested strategies, the program provides a sequential model designed to help Build Character, Conflict Resolution Skills, Develop Social, Emotional and Personal Competence and Responsibility, Problem Solving Skills, Increase Student Resilience, Self-Acceptance, Coping Skills, and Create a Positive School Climate where learning can flourish. All of the student activities are fully cross-correlated to curriculum content and to grade levels so that teachers can easily drop them into their existing lesson plans. The entire program contains over 1200 activities that are cross referenced throughout the individual components.

Audience: K-8

Program Components: 1) The Teacher Curriculum Guide (with over 250 activities to use with students) 2) Staff Development Guide 3) Home Component 4) Trainers Manual 5) Audio Cassettes 6) Posters for Classroom 7) Resource Book 8) Overview of Entire Program

Program Focus: Character Development, Personal, Emotional and Social Competence and Responsibility, Problem Solving Skills, Conflict Resolution Skills, Resilience, Self-Acceptance, Coping Skills, Positive School Climate

Staff Development: One of the eight components of the program is dedicated to Staff development.

of Schools using product: Thousands of educators worldwide are utilizing the curriculum guide.

Evidence of Effectiveness: A pilot study was done over a period of one year involving 1030 students in 3 different schools in North America. The teachers were required to use at least one 15 minute activity from the curriculum guide three times a week for the year study. The results were analyzed by statistical consultants at Wright State University showed significant increases in 11 academic self concept behaviors in all students at all sites. There was a 46% reduction in detention incidences, 41% reduction in physical aggression incidences, 36% reduction in verbal aggression incidences. 80% or greater of teachers at all sites perceived significant changes in students' prosocial behaviors.

Contact: Sales Manager – Laura Feldner
Address: 503 Broadway, Fargo ND 58102
Phone: 701-476-2000
Toll Free: 866-211-6123
Fax: 866-211-6124
Website: www.kayescommunications.com
Program Description: Lesson Plans and Character guidance for student and teachers
Audience: Kindergarten through 12th Grade
Program components: Lesson Plans monthly
Products: Primary (K-2), Elementary (3-5), Middle (6-8), and High School (9-12) student planners.
Product Description: Student Planners
Program Focus: Incorporating Character Education into the daily lesson plan.
Of Schools using the product: approx 400
Other programs offered: Career Education

KELLY BEAR PRESS, INC.

Program: Kelly Bear C.A.R.E.S. (Character And Resiliency Education Skills) Program (The Kelly Bear Resources are distributed by The Bureau For At-Risk Youth, 1-800-99-YOUTH)

Contact: Leah Davies, M.Ed., Author

Address: 20493 Pine Vista Drive, Bend, OR 97702

Phone: 541-330-6122 **Toll-free:** 1-800-755-7899

FAX: 541-330-6846

Web-site: www.kellybear.com

e-mail: kellybear@bendcable.com

Program Description: A comprehensive, research-based, full year curriculum that includes student participation, role plays, modeling, worksheets, songs, videos, CD-ROMS and a parent (family) involvement component. The multimedia curriculum promotes pro-social student behaviors with lessons on self-respect, understanding of self and others, social competence, self-control, problem solving/anger management, respect for individual differences, healthy living choices, perseverance, refusal skills, personal safety, and positive character traits.

Audiences: The materials are designed specifically for children in kindergarten through third grade.

Program Components: The Kelly Bear C.A.R.E.S. Program includes an Instructor's Manual containing 16 detailed lesson plans, Evaluation Forms for children, teachers, and parents and handouts for parents. Also included are 3 books, 45 reproducible student worksheets with directions, 7 videos with Leader's Guide, 3 CD-ROMS, 4 posters, hand puppet, cassette of songs, paw stamp and 100 stories.

Products: A complete line of Kelly Bear character building materials are available including books, videos, and curriculums. See Materials at website.

Product Description: The Kelly Bear resources are dedicated to helping children grow into honest, capable, responsible, caring children and teens.

Program Focus: Teach children how to live safe, healthy lives with integrity.

Staff Development: Included in each Kelly Bear CARES Program Kit is a comprehensive Instructors Manual. No additional staff training is necessary.

Number of schools using products/services: 9,000+. There are over 250,000 Kelly Bear books being used with children throughout the United States and overseas.

Evidence of Effectiveness: See Kelly Bear Program Research under Materials at www.kellybear.com. Updated evaluations of the Kelly Bear C.A.R.E.S. Program will be available June, 2003. Kelly Bear is my partner in Character Education. "His gentle and caring nature makes Kelly a role model for all of us" Suzanne Gwaltney, school counselor, Pamlico County Primary School, NC. See Quotes at website.

Other Programs Offered: A new, 3-Part Violence Prevention Video Program and a Drug Awareness Prevention Program (DAPP).

KIDSBRIDGE, INC

Program: Kidsbridge, Inc.

Contact: Linda Richardson, Education Director

Address: P.O. Box 4561
Trenton, NJ 08611

Phone: (609) 396-4300

Fax: (609) 581-0293

Web site: www.Kidsbridgemuseum.org

E-mail: Lynnekidsbridge@aol.com

Program Description: Multicultural storytelling for grades Pre-K through 6 ; multicultural training and workshops for educators. Kidsbridge, Inc. is a non-profit organization dedicated to the celebration of human diversity. Outreach programs for students and professional development programs for educators are designed to increase the understanding and appreciation of the strengths and opportunities that are inherent in the diverse cultures of our community and our world. By providing creative educational forums, we strive to prepare children to be successful in a global society, while instilling the time-honored values of cooperation, independent thinking, peaceful interaction and teamwork.

Audience: Children, ages 2 through 12 years ; teachers and student teachers for this age group.

Program Components: Outreach school programs, including multicultural storytelling for Pre-K through 6 grade; teachers' workshops on multicultural storytelling; teachers' workshops on the use of storytelling as a means of character development.

Products: Instructional Packet of Educational Activities

Product Description: Each storytelling component includes an instructional packet to enhance the storytelling experience through a variety of interdisciplinary pre- and post-visit activities.

Program Focus: Appreciation of our own and other cultures; learning values through literature and interactive education.

Staff Development: On site workshops are available.

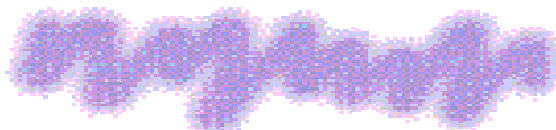
of schools using products/services: 50+

Evidence of Effectiveness: Evaluation has been consistently positive. Educators are definitely interested in finding ways to bring quality multicultural education into the classroom. Outcomes for students include improved self-esteem; character development; cultural awareness; appreciation of diversity; augmented language arts and literacy skills. Educators who attended professional development workshops indicated excitement over learning innovative methods to include character education and multiculturalism in the curriculum.

Additional Programs: Summer Leadership Program for Youth (focuses on improved self-esteem, character development, and cultural appreciation.)

LET'S MAKE MAGIC

Contact: Lynda Brown
Address: 24 Sunset Drive
North Caldwell, NJ 07006
Phone: (973) 228-5976 **Fax:** (973) 226-0572
Program Description: Among educators, there has been a growing concern about children's lack of respect and caring for each other and a need to address these social responsibilities. Our program works to develop character strengths through positive reinforcement. It effectively reinforces ethics and values.
Audiences: Public and private school students, ages 5-12, and special needs students also included.
Program Components: Social awareness, positive reinforcement, social success, character building, reinforces ethics and values, develops negotiation skills and social interaction.
Products: Trading cards, posters, binders with school name, pyramid of complete trading card collection, trading card pages.
Product Description: Children are provided with binders containing clear plastic inserts with pockets that hold single cards. Teachers distribute cards randomly to reward positive acts and appropriate behaviors. Children then trade these cards with the goal and challenge of collecting set of 52 cards.
Program Focus: The focus of the program is to encourage the children to practice positive behaviors, be rewarded with trading cards and develop negotiation skills and positive peer social interactions by trading cards.
Staff Development: On-site consultations, program overview and contact with other schools currently using the program.
of schools using products/services: Since beginning in 2000, seven schools are currently using this program.
Evidence of Effectiveness: Having revisited the schools using the program, the teachers and students have reported great enthusiasm for the program and have seen an increase in the following areas: kindness, social interaction, negotiation skills, and social awareness. The teachers can't believe how easy the program is to use and how there is no EXTRA work for the teachers.



MAD SCIENCE OF CENTRAL JERSEY, LLC

Contact: Kenneth Kahn
Address: 17 Danielle Court, Jackson, NJ 08527
Phone: (732) 905-7007 **Fax:** (732) 905-7222
Web-site: www.Madscience.Org
E-mail: kkahnl@optonline.net
Program Description: A series of in-class workshop programs designed to supplement and enhance, through hands-on experiments, the science education experience of young children.
Audiences: Pre-K and Elementary school children – ages 3 through 12.
Program Components: All areas of science: Physical, Earth/Space, Life and Technology.
Products: All Mad Science Workshops are correlated to the National Science Education Standards and state curriculum requirements. Our instructors use scientific equipment to perform exciting demonstrations and to lead hands on, inquiry-based experiments. Workshops are accompanied by a pre and post package complete with experiments, book resources, language arts, math, social studies and art extension activities.
Product Description: Visual aids, resource material, demonstrations, take home projects, web sites, raw materials to create experiments, cooperative learning and interactive activities and discussions.
Program Focus: The Mad Science Group® is the world's leading fun science provider that delivers exciting, hands-on and educational science experiences! Our mission is to spark the imagination and curiosity of children everywhere. We do this by providing them with fun, interactive and educational activities that instill a clearer understanding of what science is really about and how it affects the world around them. By having our Mad Science instructors follow an inquiry-based approach to science education, children are provided opportunities to develop their inquisitive and independent thinking skills. Students frequently work in groups to perform science experiments, which help to emphasize the collaborative nature of science. These groups promote consideration, cooperation, pro-social behavior and sharing. Additionally, they assist with the development of attitudes of respect for the ideas of others and the necessity to be a responsible team member to ensure that experiments are properly conducted.
Staff Development: Teacher trainings/Seminars.
of school using products/services: Over 5,000 worldwide.
Evidence of Effectiveness: Evaluations submitted by parents, teachers, principals and educators indicate excellence of course material and relevancy and age appropriateness of topics covered. Testimonials as well as an ever growing family of corporate partners such as: The Kennedy Space Center, NASA and Scholastic Books, attest to our commitment to children's science experience

MATT BELLACE PRESENTATIONS

Program: Matt Bellace Presentations
Contact: Matt Bellace, M.S, M.A
Address: 2200 Ben Franklin Parkway,
Suite E1211, Philadelphia, PA 19130
Phone: 215-665-8447
Web Site: www.mattbellace.com
Email: mattbellace@att.net

Program Description: How to Get High™ this is an entertaining and informative program that uses humor, demonstrations and stories to convey the message that LEADing a healthy life can also be fun. Matt brings together his abilities as a motivational speaker, stand-up comic and a student of science with his experiences founding a student organizations and being a member of a Greek system. Using LEAD as an acronym, Matt encourages students to look towards the positive in life (L) explore their motivation (E), act by achieving natural highs (A) and dedicate themselves to goodness (D). this is an interactive keynote with emphasis of giving examples of what it means to get naturally high.

Audience: Grades 4-12th

MILLION DOLLAR MACHINE (MDM) - LIFE SKILLS TRAINING PROGRAM

Contact: Jeanne Burckhardt
Address: RoboMedia, Inc., 12 Phillips Road
Mt. Holly, NJ 08060
Phone: 609-261-2162 **FAX:** 609-261-1512
Toll Free: 800 262-2162
Web site: www.LifeSkills4Kids.com
E-mail: Jeanne@lifeskills4kids.com

Program Description: This program is a scientifically validated life skills training program that helps children develop a broad range of personal, social, cognitive and environmental skills. MDM's character education components promote self-respect and self-responsibility while motivating children to maintain positive relationships and respect for others. MDM also inspires children to protect themselves from various threats in their lives while motivating them to reach their full potential.

Audiences: Recommended for children in grades K-6.

Program Components: Assessment, civic education, community involvement, moral development, school programs, staff development, and teacher education.

Products: Assembly presentations, lesson plans, free newsletter, free educational resources through web site.

Product Description: MDM's training-live assembly programs are presented by a multi-media robot teacher and includes a complete written curriculum. Teacher's Guides (K-6) include: over 1,200 integrated activities and discussion topics, 80 interactive parent/child worksheets and implementation guidelines. Web site: Resources for teachers, counselors and parents including free lesson plan downloads, free e-mail, a free life skills newsletter and information about school assembly programs and purchasing complete life skills lesson collections.

Program Focus: Comprehensive life skills and character education lessons for K-6 students focusing on Self-Awareness, Social Skills, Decision Making, Drug Awareness, Refusal Skills and Earth Skills.

Staff Development: Educators who attend the live assembly receive training simultaneously with their students. Printed materials include detailed lesson implementation instructions for teachers and parents.

of schools using product/service: Since 1986, more than 2,500,000 children and 100,000 teachers in 43 states.

Evidence of Effectiveness: Five scientific studies (Columbia University, University of Medicine & Dentistry New Jersey, Vanderveer Research Group) have shown improved student skills and attitudes, greater happiness and self worth, excellent retention, and a decrease in actual and potential substance abuse. Also, it has shown high levels of teacher and student satisfaction with this program. In 1989, President Bush recognized MDM with a Presidential Award for Private Sector Initiatives at the White House.

MOBILE EDUCATION PRODUCTIONS

Program: Mobile Ed Productions, Inc
Contact: Diane Iwinski
Address: 26108 West Seven Mile Road,
Redford, MI 48240-1845
Phone: 800-433-7459, 313-533-4455
Web Site:

www.mobileedproductions.com

Email: mobileedpr@aol.com

Program Description: Mobile Ed Productions, Inc, produces over 20 quality educational, yet entertaining programs, in the areas of science, history, technology, writing, math, health, astronomy, and live animals. Programs have been produced since 1979 and performed throughout the U.S.

Audience: Designed for K-8th grade. Besides our regular day school programs, we have evening family nights and special weekend activities

Program Component: Programs include a general 45 minute school-wide assembly. Many of our programs have hands-on workshops following the school wide assemblies. A second format is all day programs allowing several programs to be conducted on a grade level basis throughout the day.

Products: "Chemistry, It Really Matters;" "Physics is Fun;" "Lights, Camera, Action;" "Thomas Edison;" "Mark Twain;" "Reptiles are Cool;" "Abe Lincoln;" "The Earth Dome" "The Body Shoppe" "The World of Light" "Starlab Planterium" "The Magic of Science" "Women in History" "Our World of Robotics" "Martin Luther King, Jr." "Animals and the Environment" "Our World and the Environment" "Young Authors Day" "Animals and Their World"

Program Focus: These curriculum enhanced programs are brought into the school and presented in a fun entertaining manner. Each program is directly suited to the age of the audience increasing the level of education and excitement. They are designed to assist in the state testing of these different studies.

of schools using products/services: programs are presented in over 5000 schools a year in 30 states. Mobile Ed currently services over 400 schools in NJ alone.

Evidence of Effectiveness: Each program has numerous evaluations from parents, teachers, principals, and educators on file. While too numerous to list all program evaluations, several are available on our web site on each of our programs and in each state we service. Mobile Ed has been endorsed by Dow Chemical Company, Matheson Gas Products, and Union Carbide

Have You Checked the Checklist?

Refer back to the **Program Review Checklist** for guidance in selecting character education programs and curricula.

Visit the NJ Department of Education

<http://www.state.nj.us/education/>

The New Jersey Department of Education does not endorse any specific program models, organizations, resources, web-sites, materials, presenters or evaluators.

MOTIVATIONAL EDUCATIONAL TRAINING COMPANY, INC

Program: *POWER SKILLS To Empower Students™*

Contact: Trish Schuller, Director of Programs

Address: Summit Square Center Suites 1-DEF,
Langhorne, PA 19047

Phone: 215-579-0910 **Fax:** 215-579-0920

Toll Free: 800-300-0003

Web Site: www.metc.com **E-mail:** info@metc.com

Program Description: *POWER SKILLS™* is unique because it's like nothing else! *POWER SKILLS™* boosts academic health PLUS teaches students how to care for their own character health. *POWER SKILLS™* gives students PRIDE to become an "academete" in the same way they can become an athlete! *POWER SKILLS™* inspires and motivates students to WANT to USE their skills; knowing them is NOT enough! *POWER SKILLS™* offers empowering alternatives to habits that are robbing students of their dignity and destiny. *POWER SKILLS™* teaches "State of the Mind" and "State of the Art" strategies to improve living and learning skills. *POWER SKILLS™* mentors students through coaches who are chosen because they are special; then specially trained.

Audience: Students, Parents, Administrators, Teachers, Counselors, Grandparents, Social Workers, Health Professionals, and ALL Caring Adults

Program Components: Self & Life Skills, People & Family Skills, Academic & Workplace Skills Accepting Responsibilities, Standing Up to Peer Pressure, Focusing on the Future, Taking Action on Goals, Aiming for Productivity, Making Choices and Accepting Consequences, Trusting a Mentor and Seeking Guidance, Accepting Positional Authority, Reframing Negatives Into Positives Transitioning from School to the Workplace, Benefiting from Reality Therapy, Growing Through a Positive Attitude, Avoiding Procrastination Through Determination, Organizing Time: Chores, Assignments, Play, Understanding Group Dynamics, Exercising Behavior Modification, Instilling: Self-Motivation, Self-Discipline, Self-Confidence and Self-Esteem, Improving Listening Skills & Learning Styles, Taking Notes (Textbook and Class), Scoring Higher on Tests (Standardized & Class), Thinking More Critically and More Deeply, Reading for Better Comprehension & Main Idea, Training in Effective Memory Techniques, Handling Personality Conflicts with Teachers, Accepting Positional Authority

Products: Offerings include Top-flight™ Professional Development In-services, Corporate Solutions™ Business Seminars, Parents Empowering Parents™ Workshops, *POWER SKILLS To Empower Students™*, and High-Score Test Prep Strategies™. All workshops can be tailored to meet the needs and goals of individual schools. Materials, including binders, activity kits, props, and incentives, tapes and bookmarks are available.

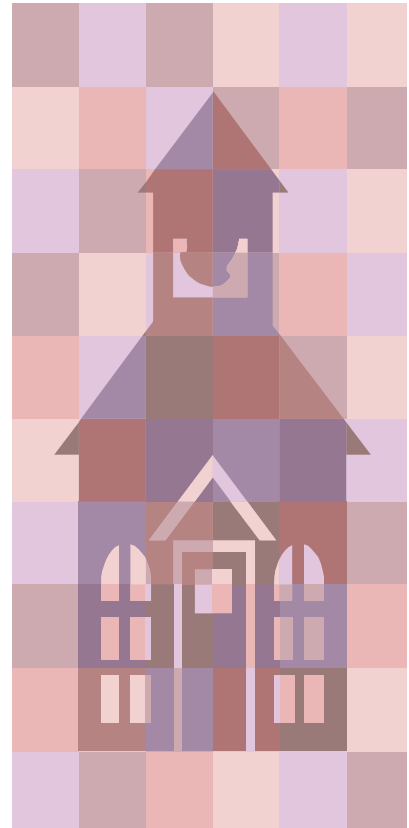
Program Focus: Education and Character Development through Self and Life Skills, People and Family skills, Academic and Workplace Skills.

Staff Development: Services are available from Train-the Trainer programs to mini-workshops and presentations to keep everyone on the same page, same day, same way.

of schools using services: Hundreds nationally

Evidence of Effectiveness: Superintendent, principal, guidance counselor, student and parent testimonials are available as well as statistics kept on participants showing pre and post workshop achievement levels

Other Programs Offered: Offerings include Top-flight™ Professional Development In-services, Corporate Solutions™ Business Seminars, Parents Empowering Parents™ Workshops, *POWER SKILLS To Empower Students™*, and High-Score Test Prep Strategies™. All workshops can be tailored to meet the needs and goals of individual schools.



MUSIC CONNECTING CHARACTER

Program: Music Connecting Character
Contact: Bert Stronstorff
Address: 809 Olive Street, Florence, NJ 08518
Phone: (609) 499-1910 **Fax:** (609) 499-8339
Toll-free: 1-800-294-7471

Web-site: www.musicconnectingcharacter.com

E-mail: bstrons@netzero.net

Program Description: MC2 (MC Square) is a band that gives assembly programs using music, skits, and audience interaction to support, reflect, and encourage character development for today's students and families. Concepts focus on the universal values such as respect (for self and others), responsibility, while driving home the value of concentrating on positive interactions with others. The supporting music is both original and popular, and always reinforces the concepts presented in the shows.

Audiences: There are four shows: Three are for school aged children Grades (K-2) "Respect, Responsibility and Friends" Grades (3-6) "Character Power), and Grades (6-8) "The Character Code". One show entitled, "A Celebration of Character" is for Communities/Families.

Program Components: Assembly programs using music and skits with character development themes. All classroom teachers in attendance receive an original, age appropriate MC2 CD to support their efforts in character education. It Takes a Community...(To Develop Character) for K-4 (24 songs) or "Our World" for grades 5-8 (13 songs)

Products: In addition to the shows, there are CDs available with songs for grades K-4 "It Takes a Community...(To Develop Character)" and grades 5-8 "Our World." There are also t-shirts with the MC2 logo, and posters to support the message.

Product Description: These materials provide teachers, parents, students and community members with concepts/themes that support feelings of self worth and encourage positive lifestyle choices.

Program Focus: The assembly programs focus on: the importance of developing a positive attitude, showing respect for self and others, responsibility concerns, promoting acceptance/tolerance, awareness of good citizenship, the value of cooperation, and developing a positive work ethic.

Staff Development: Available for Character Education program development and consultation.

of schools using products/services: (Since inception in 2000 dozens of school/community programs.

Evidence of Effectiveness: Evaluation forms from teachers, principals, staff and PTA personnel have been very positive. Comments/references available upon request.

ONLINELEARNING.NET & UNIV. OF SAN DIEGO

Program: Certificate in Character Education
Contact: Jennifer Teasdale
Address: 12975 Coral Tree Place

Los Angeles, CA 90066-7020

Phone: 800-733-1711 x4361

Fax: 310-578-4710

Website: www.onlinelearning.net

E-mail: jennifer.teasdale@educate.com

Program Description: The first program of its kind in the nation, this series of courses from the University of San Diego's Division of Continuing Education leads to a Certificate in Character Education. The program is designed to integrate practical knowledge and current research about moral development, conflict resolution, ethics, values and citizenship for P-12 educators interested in character education. Educators trained in character education are best equipped to affect change in the school climate and culture and help their students develop positive values while learning subject area concepts and skills.

Audience: P-12 Teachers

Program Components: There are 3 instructor-led, online courses in the Character Education Certificate program: Character Education: A Comprehensive Framework and Introduction; Character Education: Curriculum and Teaching; Character Education: Program Effectiveness, Best Practices and Resources.

Products: Each course has an accompanying textbook, course reader, CD or video that supports and supplements the course content.

Product Description: Educating Hearts and Minds: A Comprehensive Character Education Framework (textbook); Character Education: A Comprehensive Framework and Introduction (video); Character Education: Best Practices and Resources (course reader); Character Education: Program Effectiveness (CD); Character Education: A Primer for Teachers (textbook); Character Education Curriculum and Teaching (CD)

Program Focus: The general program topics are: Development of good character; How character education can reduce violence, increase resolution of conflict and student achievement; Applying best advice of the experts; Applying a framework to a character ed program; Involving parents and the community; Designing and implementing character education programs; Designing an action plan for students to develop values and ethics.

Staff Development: These courses are delivered online, using an instructor-led model.

of schools using products/services: 100

Evidence of Effectiveness: Course evaluations show an overwhelming satisfaction rate that the course contents effectively addressed the needs of teachers. Instructors consistently score 1.4 on a 1-5 scale that rates effectiveness.

ORGANIZATIONAL GROWTH

Program: Strategies to Increase Respect for Others, Cross-Cultural Understanding & Tolerance for Differences

Contact: Nate Terrell or Ed Scully
Address: 693 Franklinville Road
Mullica Hill, NJ 08062

Phone: 856-223-1231
Email: natet@snip.net, escully@aol.com

Program Description: As lead trainers for Organizational Growth, Inc. Anita Foeman Ph. D and Nate Terrell, LCSW conduct dynamic and highly interactive workshops that enable participants to learn and practice strategies they can use to promote respect for others, cross-cultural understanding and tolerance for differences and develop a school community within which every student feels safe and secure, diversity is celebrated and bullies and the bullied receive the help they need. Anita and Nate draw on their extensive experience from working with schools and the insights they have gained as partners in an interracial family.

Audience: Students, teachers, administrators, support staff and parents.

Program Component: workshops that incorporate presentations, small and entire group discussions and experiential activities such as role-plays, which are designed to teach specific skills.

Products: "How to" materials and handouts that may be used to continue and "grow" the program within schools, school districts and communities.

Product Description: Unique materials that have been developed and offered in training programs dealing with cultural and gender issues, conflict resolution, tolerance for differences, etc. that can be tailored especially to resolves the problems of a particular school, school district and community.

Program Focus: Enable participants to develop the attitudes, behaviors and skills necessary to build a school community within which all students treat each other with respect and differences among students are celebrated rather than causing conflict.

Staff Development: Continuing education, professional development and training programs designed to meet the needs of students, staff, parents and administrators.

of schools using products/services: Over the past ten years, Anita and Nate have provided training for many schools throughout NJ. They have also twice facilitated "Unity Day" for Gloucester County HS students and the "One America" celebration at the Gloucester County Institute of Technology that was shown on TV in South Jersey.

Evidence of Effectiveness: Letters for organizations that have used Organizational Growth and frequent requests for continued training programs indicate that program offerings have been highly effective in helping participants to learn specific strategies they can use to increase respect for others, cross-cultural understanding and tolerance for differences.

Other Program Offered: Strategies for Effective Conflict Resolution, Strategies for Effective Leadership and Management, Team and Community Building,

PERFORMANCE RESOURCE PRESS

Contact: Harmonie Ponder
Address: 1240 Rawkin Street, Suite F,
Troy, MI 48083

Phone: (800) 453-7733 **Toll-free:** (800) 453-7733
Fax: (800) 499-5718
E-mail: sapeap@ix.netcom.com

Program Description: (1) Elementary students: Teachable Treasures, \$6.00 a piece, \$79.90 for full set (16 posters). (2) Middle and high school students: In Search of Character, 30 minute videos, closed captioned, \$69.45 a piece and \$649.50 for full set (10 videos); Restoring Respect and Responsibility in Our Schools, 44 minute video, \$79.95; and Eleven Principles of Effective Character Education, 40 minute video for \$89.95.

Audiences: (1) Elementary Students and (2) Middle and high school students.

Program Component: (1) Accept others, be fair, be responsible, have dignity, don't gossip. Do your own work, be patient, tell the truth, being forgiving, being a friend, being loyal, being self-reliant, being courteous, being giving, being honest, and being respectful.

Products: (1) Posters with worksheets and activities to use with students. (2) Videos.

Product Description: (1) Front-Character Education Poster (17"x22"), back- a) A black line master of poster front, b) A "Think-about-it-page" for students to their thoughts about the topic, c) Activities to use with students, including a role play for each lesson, and d) A "Mentor Message" for facilitators above each Character Trait. (2) In Search of Character: ten videos to help adolescents develop into caring, respectful, responsible people who make choices based on what's right rather than what's easy. Each program explores various aspects of character with teen-age talk show callers. There are candid discussions with students and inspiring profiles of young people who exemplify good character. Videos include writing assignments, discussion guide with group activities and questions for discussion; Character Education: Restoring Respect and Responsibility in Our schools: Dr. Tom Lickona provides a comprehensive model for values and character education in schools. This video clearly and directly outlines specific classroom strategies, as well as school-wide approaches; and Eleven Principles of Effective Character Education: Recognized leaders in the character education movement, Dr. Tom Lickona and Dr. Katherine Lewis, present a comprehensive model for developing student respect, responsibility and other facets of moral education. Classroom strategies and school-wide approaches are presented.

Program Focus: Character Education.

of schools using products/services: Over 2,000

PERIWINKLE NATIONAL THEATRE

Contact: Mary Durbano
Address: 537 Southview Avenue
Kennett Square, PA 19348
Phone: 610-925-5679 **Fax:** 610-925-3840
E-mail: mdurbano@earthlink.net

Program Description: The Birthday Party That Almost Wasn't – Musical Theatre Professional multicultural cast presents a musical story of a rude little boy whose neglected birthday presents come alive and teach him the value of respect, playing nicely, and following the rules. The play uses a blend of fun, fantasy and catchy musical numbers to captivate the audience. ROOFTOP-Play with music: Professional multicultural cast presents the story of a lonely boy and his sister who are intimidated into a fight with a bully. A space alien, attracted by the boy's music, comes to earth and teaches the children that only by communication of feelings, not violence, can problems be solved. Uses song, dance, sound and light effects. Halfway There-Drama: Professional multicultural cast presents a powerful drama about five teens from diverse backgrounds who learn to confront the underlying problems and feelings that led to their substance abuse. Award-winning program alters teen perceptions and opens dialogue on substance abuse, conflict resolution and decision making.

Audiences: The Birthday Party-grades Pre-K-2. ROOFTOP-grades 2-5. Halfway There-grades 6-12 including adults.

Program Components: Programs run between 40-65 minutes- Post-performance classroom workshop available; and study guides provided for teachers to expand on the lessons of the play in the classroom.

Product Description: Program Focus: Arts in Education with a Manners/Respect for Others theme; Arts in Education with an Anti-Violence theme and Arts in Education with Drug Prevention and Conflict Resolution themes.

of schools using products/services: 105 shows annually.

Evidence of Effectiveness: Endorsements available on request.

Additional programs available: Mad Poet and Little Red and Made Poet Strikes Again — brings poetry alive and encourages reading and creative writing. Little Red Riding Hood Finds the Safety Zone— abduction prevention.

POSITIVELY YOURS

Program: Beginning Awareness Basic Education Studies (BABES)

Contact: Elizabeth McGlinn, Program Director
Address: 1321 Vardon Road, Brigantine, NJ 08203
Phone: (609) 266-7868 **Fax:** (609) 266-5576
Website: www.positivelyyoursinc.com
E-Mail: pyihealthctr@aol.com

Program Description: BABES is a primary prevention program designed to give children a lifetime of protection from self-defeating behaviors and substance abuse. BABES accomplishes this by assisting young people develop healthy living skills and providing them with accurate, nonjudgmental information about the use and abuse of alcohol and other drugs. The information is presented in a manner designed to gain the attention of children using storytelling, bright, colorful puppets, flash cards and songs.

Audience: Pre-K, elementary, intermediate, middle and high school students, after school programs, parents, educators and community groups.

Program components: The 7 session topics include feelings, dignity and self-esteem, decision making, peer pressure, coping skills, drug & alcohol information and living in a chemically dependent home. The characterization of the puppets allows for usage during any teachable moment, expanding the program to encompass all aspects of growth and learning.

Products: The BABES Teaching Kit

Product Description: The BABES Kit includes 7 hand puppets of washable, durable materials, a complete curriculum consisting of lesson plans and evaluation suggestions for each of the seven subject areas, seven illustrated lessons in storybook form, a musical cassette tape to use with the song sheets, and flash cards and worksheets for each lesson.

Program Focus: BABES focuses on the inherent goodness in ourselves and

others, represented by the "Dignity light within." BABES is a classic present day application of affirmative life principles. The curriculum enables children to develop living and loving skills, to create a desire for healthful living and gives them the ability to better understand how to protect themselves from alcohol and chemical dependency situations among their peers and within the family structure.

Staff Development: A two day training to educate and motivate facilitators for effective program implementation. Registered Level Two, NJ Professional Development provider, 17 hours of professional development activity awarded upon completion of training.

of schools using products/services: Started in Detroit, Michigan in 1979, and promoted through OSAP and the National Council on Alcoholism, BABES is nationwide and worldwide, reaching millions of students annually in 48 states and 5 countries.

Evidence of Effectiveness: available upon request from Babesworld Home, (1-800-54-BABES)

Other Programs Offered: Helping Teens Stop Using Tobacco (TAP), Intervening With Teen Tobacco Users (TEG) and Safe Passage-Violence Intervention Program.

POWER SURGE VIDEO SERIES

Program: Media International
Contact: Erin Wurtemberg
Address: 5225 San Fernando Road, West
Los Angeles, CA 90039
Phone: 818-242-5314, ext. 20
Toll-free: 800-477-7575
Fax: 818-242-5383
Web site: www.medianinternational.com
E-mail: erinw@mediainternational.com
Program Description: *Power Surge* is a series of 27 videos, each 16 minutes in length. Each program focuses on a specific topic pertinent in the lives of teens. *Power Surge* is made up of 5 subjects: Character Issues, Personal Issues, Sexual Issues, and Substance Abuse. Each video is centered on a particular teen who shares their personal story. Programs are fast-paced, hold the attention of its audience and is very similar to programming on MTV.
Audiences: Designed for grades 6-12. The videos contain modern music, quick edits and cool graphics. Videos offer 12-18 year olds an honest approach to issues important to them. It compels Jr. High and High School students to do the right thing.
Products: This program comes with a curriculum and videotapes.
Product Description: Each video comes with a curriculum guide, which helps guide classroom discussion, question and answer sessions, and homework projects to illustrate points covered in video. The curriculum is designed to help teens think critically and analytically.
Program Focus: Media International presents the teen as the expert. *Power Surge* contains no reenactment. Teens tell their stories and offer the tools and keys they've used to help themselves. This program also features other experts such as psychologists, authors and teachers. It is one of the most hard-hitting and effective series on the market.
Effectiveness of Program: Media International has been producing educational videos for over 10 years. The goal has been to produce quality programs that will make young people think about the choices they make. John Hasbrouck, president, began working with youth nearly 20 years ago. As he began mentoring young men, he discovered the majority of them were struggling with similar issues. It was at this point that he decided to produce *Power Surge*. He realized that certain topics weren't being taught at home, school or church. Topics such as loneliness, suicide and stress seemed to remain untouched. So, the birth of *Power Surge: Hot Topics for Teens* came to be. Media International has been successfully selling videos to schools, hospitals, rehabilitation clinics, churches, youth organizations, juvenile centers, and police departments for over a decade and will continue to do so as long as there is a need.

PRINCIPLE WOODS

Program: Principle Woods
Contact: Susan Anderson
Address: One San Jose Place, Suite 11,
Jacksonville, Florida 32257
Phone: (904) 260-8735
Fax: (904) 260-8492
Website: www.principlewoods.com
E-Mail: sanders@principlewoods.com
Program Description: An innovative concept for initiating behavioral change through original children's literature. Multi-modality and interdisciplinary language arts lesson plans activities enhance the stories so that character education and language arts are taught within the same time frame. All lesson plans are aligned to national standards. Book and curriculum will be available in Spanish.
Audience: Elementary Schools, Classroom Teachers K-5, Guidance Counselors, Language Arts Teachers, After School Mentors, Bilingual Educators, Parents, Character Education Teachers, Music Teachers, and Drama Teachers
Program Components: Supplemental, formal and informal multi-modality, character/language arts program
Products: Books, Book on CD word for word, music CD's and sheet music. Language arts lesson plans, Activities Manual, Dramatic scripts, Bookmarks, and Posters
Product Description: Three series of brilliantly illustrated books (beginning*, emerging*, and independent) featuring the same imaginative setting and animal characters with corresponding scripts, lyrics, language arts lesson plans, supplemental critical thinking and language activities. Dramatically read, word for word CD's for each book, and music CD, posters and poetry bookmarks on Work, Courage, and Honesty. Nine more principles to follow. Beginning August 2002 all curriculum and supplemental materials will be available through web subscription site.
Product Focus: "To inspire and equip youth to lead principle centered lives"
Staff Development: No formal training needed
of schools using products/services: 30 schools and 15 after school programs
Evidence of Effectiveness: Testimonials available on website www.principlewoods.com and references available by request.

PROJECT WISDOM: HELPING STUDENTS MAKE WISER CHOICES

Contact: Marsha Mcanear
Address: 4747 Bellaire Blvd., Suite 210,
Bellaire, TX 77401
Phone: (713) 664-6686 **Toll Free:** (800) 884-4974
Fax: (713) 664-6944
Web-site: www.projectwisdom.com
E-mail: pwteam@projectwisdom.com

Program Description: Since 1992, Project Wisdom has been helping students make wiser choices. The centerpiece of the program is a collection of thought-provoking messages designed to be read over the PA or in-house television system during morning announcements. These messages inspire and teach. (Sample messages can be found on our Web site, or you can call for a free brochure.) Our program encourages students to reflect upon the meaning of both civic and personal values and the application of those values in their daily lives. The program is rich in biography and history, plus multicultural and social-skills studies. Each daily message takes less than one minute a day to broadcast, and reaches every student and every staff member every day.

Audiences: Project Wisdom reaches more than two million elementary and secondary level students each day in all fifty states.

Program Components: This program offers three series (collections) of daily broadcast messages. Each series contains enough messages to broadcast for an entire school year. Other *reproducible* components include: (1) *Weekly and Monthly Themes* which are used to help establish a "virtue vocabulary" on campus; (2) *Classroom Introduction* of the program; (3) *Ten Wise Choices*, rules for living as a positive and productive citizen of the world; (4) *Quotations for the Classroom*, a booklet containing the daily quote or aphorism, *Wise Choices for a Comprehensive Character Education Initiative*, a mini-guide, and six practical assessment tools. Also offered, reproducible *Weekly Journals*, which correspond to the *Weekly Themes* and provide students with an opportunity to reflect on the values being fostered and the daily application of those values.

Program focus: Character education, moral reflection.

Program Mission: To build character by encouraging students to take responsibility for their choices and actions, to build self-esteem by motivating students to do their personal best, and to build community by inspiring students to contribute to the world around them while honoring the diversity that makes our country great.

Staff Development: This program is very easy to implement and requires no staff development.

of schools using products/services: 5,000 plus.

Evidence of Effectiveness: Visit our website

RAINBOW CHILD INTERNATIONAL

Contact: Mary Durbano / The Golden Group
Address: 537 Southview Avenue
Kennett Square, PA 19348
Phone: 610-925-5679 **Fax:** 610-925-34840
Web site: www.rainbowchild.com
E-mail: mdurbano@earthlink.net

Program Description: Worldwide programs invite a direct experience into the living tapestry of other cultures through dramatic and enthusiastic storytelling, rhythms, songs, movement and dance. The audience is taken on a global tour including the countries of: China, Ghana, Japan, Mexico, Russia and Native America sharing an appreciation for global awareness, cultural diversity and self-respect. Slides or videos are optional. Many other countries available.

Audiences: Elementary, Intermediate, Middle and High school students, special populations, teachers, and community members.

Program Components: This includes performances for assemblies, classroom workshops, family programs, half-day/full day and weeklong residencies. Teaches children songs and dances to perform for parents – International nights at school.

Products: Book – Ghana Arts & Culture – a rare, in-depth exploration of Ghanaian arts and living, written by one of Ghana's top cultural specialists and Sandy Taylor. Book – Playing with the Elements: Earth – By Sandy Taylor: know the earth as planet, home and provider. This book shares participatory activities for children exploring the sciences, the senses, cultural celebrations and art. Thinking Outside the Box — Self-empowerment through non-violent conflict resolution and creative problem solving are taught through entertaining and insightful stories. The audience learns the how-to of the Peace Process. Breakout discussions help students apply lessons to specific concerns and issues. World Religions — workshops explore the difference and the similarities of religious celebrations and holidays among the five major world religions.

Program Focus: The stories and songs, dramatically presented with musical accompaniment, are selected from various cultures for their themes which range from: respect for elders, teasing hurts, and legends that give insight into how other people think and perceive. Confirms that we are all one human family living on one planet and affirms our interdependence with one another and the natural world.

Staff Development: Supports cross-disciplinary studies in English, Social Studies, Art, Science, Drama and Music.

of schools using products/services: 800 since 1984.

Evidence of Effectiveness: Previously on the roster for PA Council for the Arts, Arts in Special Education in PA, and presently on the roster of World Affairs Council. Testimonial letters available upon request.

RECOGNIZING HATE ON THE INTERNET

Contact: Dominic Festante
Address: 31 Bell Avenue, Glen Gardner,
New Jersey 08826
Phone: (908) 637-4349 x204
FAX: (973) 300-5215
E-mail: dfestant@succes.tech.nj.us

Program Description: As a means of communication, enrichment and education, the Internet is one of the most effective advancements to date. Reaching a vast audience with minimal investment makes the Internet quite appealing. Unfortunately, the 'dark' side to the Internet is the belief, held by many, that information must be true if it is found on the Internet. Hate groups are quick to take advantage of this concept. It is no longer necessary to leave the house to attend a hate group meeting. This workshop will examine the methods utilized by groups to spread their message of hate. Participants will examine several hate sites. What are their characteristics? What is their appeal? How can they appear so innocuous, yet be so harmful? What are the fallacies of the Internet that contribute to the proliferation of hate sites? Why is the ability to perform a thorough site evaluation so important?

Audiences: Teachers, Administrators, Parents, Boards of Education, Parent/Teacher Organizations.

Program Components: Awareness of an insidious problem on the Internet and how education can be utilized to combat this problem.

Program Focus: Participants learn that hate sites will always exist. The First Amendment guarantees their continued existence. This workshop is the initial step taken in order to combat Internet hate—Education.

Staff Development: One Facilitator is required to lead the workshop.

of schools using products/services: In addition to presenting this workshop to teachers and administrators in various high schools, this workshop has been presented at several state conferences.

Evidence of Effectiveness: The following are some quotes taken from workshop evaluation forms. "Excellent and powerful", "An excellent presentation—very informative and educational.", "A riveting speaker. Great content.", "A very dynamic speaker and a fascinating topic."

RESEARCH PRESS PUBLISHERS

Program: Research Press
Contact: Dennis Wiziecki
Address: 2612 N. Mattis Ave., Champaign, IL 61822
Phone: (217) 352-3273 **Toll-free:** 800-519-2707
Fax: (217) 352-1221
Web-site: www.researchpress.com
E-mail: rp@researchpress.com

Program Description: Research Press (est. in 1968) has a solid reputation for publishing practical, affordable, research-based intervention programs for use in schools. Topic areas: School Psychology, Counseling, and Social Work; Special Education; Parenting and Child Management.

Audiences: School Psychologists, Special Educators, Counselors, Social Workers, K-12 Teachers, and Administrators.

Program Components: Books, program guides, student manuals, workbooks, skill lessons, group activities, games, role plays, skill cards, video-based training programs, assessment manuals, report-generating software, etc.

Products: A sampling of products published by Research Press include: Skillstreaming; Strategies and Perspectives for Teaching Pro-social Skills (early childhood, elementary, adolescent); ICPS – I Can Problem Solve: An Interpersonal Cognitive Problem-Solving Program (preschool, kindergarten & primary, intermediate elementary grades); Bully Busters: A Teacher's Guide for Helping Bullies, Victims, and Bystanders (upper elementary & middle school); Peer Mediation: Conflict Resolution in Schools (middle school & high school); BOS – Behavioral Objective Sequence (assessment manual, software); Skills for Living: Group Counseling Activities (elementary, middle school); Thinking, Feeling, Behaving: An Emotional Education Curriculum (grades 1-12); Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth (grades 6-12); Dealing with Anger: A Violence Prevention Program for African American Youth (video, grades 6-12); ASSET: A Social Skills Program for Adolescents (video, grades 6-12).

Product Description: Prevention and intervention materials for teaching students positive mental health concepts and coping strategies. They learn skills to help solve interpersonal problems, get along with others, and contribute to a positive classroom atmosphere.

Program Focus: Pro-social Skills, Conflict Resolution, Violence Prevention, Emotional Education, Anger Management, Cultural Diversity, Gangs and Delinquency, Special Needs, and more.

Staff Development: Many Research Press authors are available for consultation, in-service training, and workshop presentations.

of schools using products/services: Thousands of schools throughout the U.S. and Canada have purchased materials.

Evidence of Effectiveness: Most materials are based on research and have been thoroughly field-tested. Many products have been evaluated and listed as model programs or promising programs in various studies

RICK BERGER'S VENTEVENTS

Program: *Rick Berger's Ventevents*
Contact: Rick Berger
Address: P.O. Box 6207
Parsippany, NJ 07054
Phone: 973-331-9630
Fax: 973-331-9672
Email: ventevents@hotmail.com

Program Description: "I Am Special" is a unique, multifaceted program presented by former FBI Special Agent Rick Berger, who served as Community Outreach Coordinator for the FBI's New York office. Character education is incorporated throughout the presentation. Other components include substance abuse prevention, safety and bullying. Ventriloquism and music are integral parts of the show. Rick and his "friends" explore the topics of drugs, personal safety, self-esteem and the principles of character education, all in terms that are age-appropriate and easy for kids to understand. The program is entertaining as well as informative. "Life is Not a Dress Rehearsal" is geared to the areas of life skills and goal setting. Rick's unique motivational approach has proven to be a great success in the many schools he has visited.

Audience: "I am Special" (K-5), "Life Is Not a Dress Rehearsal" (6-12)

Program Component: Character education, substance abuse prevention, safety, self esteem, bullying, life skills, goal setting, peer pressure, decision making, critical thinking and problem solving.

Program Focus: Building life skills

of schools using products/services: 500

Evidence of Effectiveness: the effective program is tailored to meet the needs of various age groups. The program has been reviewed by student survey methods and is found to be effective in teaching decision making skills to students. The program is instructional and interactive, lending itself to student participation. The lessons are effective and support the research-based prevention criteria of addressing both risk factors and protective factors as outlined by Hawkins and Catalano.

SADECKY'S PUPPETS

Contact: Jay Sadecky
Address: 313 5th Avenue,
Tarentum, PA 15084
Phone: (724) 224-4409 **Toll Free:** 800-962-0654
Fax: (724) 226-8022
Web-site: www.livepuppets.com
E-mail: sales@livepuppets.com

Program Description: Each year Sadecky's Puppets offers a new production appropriate for the character education curriculum. Performances are 40 minutes in length, and consist of multiple puppet characters featured in a contemporary story to which children can easily relate.

Audiences: Elementary ages K-6.

Program Components: Original script tailored for current needs, prerecorded soundtrack, puppet characters engaging in dialogue and activity relevant to current social issues (age appropriate).

Products: Puppet show performances.

Product Description: see program description.

Program Focus: Topics relevant to the character education curriculum include manners, respect, anti-violence, bullying, honesty, substance abuse, world cultures, and ecology.

Staff Development: Teacher study guides available.

of schools using services: 3,000.

Evidence of Effectiveness: Hundreds of surveys received annually by clients and 20 years of performance history in elementary schools, many with multiple repeat bookings, indicate an effectiveness in goal achievement.



SANDY QUEEN/LIFEWORKS

Program: Lessons in Living/Character Education
Contact: Sandy Queen
Address: PO 2668 Columbia, Maryland, 21045
Phone: 410-992-7665
Fax: 410-964-9036
Email: sandysinfo@aol.com

Program Description: Four year classroom character education initiative.

Audience: Pre-K – Grade 12

Program Component: Teacher Manual; values posters for classroom; parent materials; student pocket cards; assessment/ pre-post.

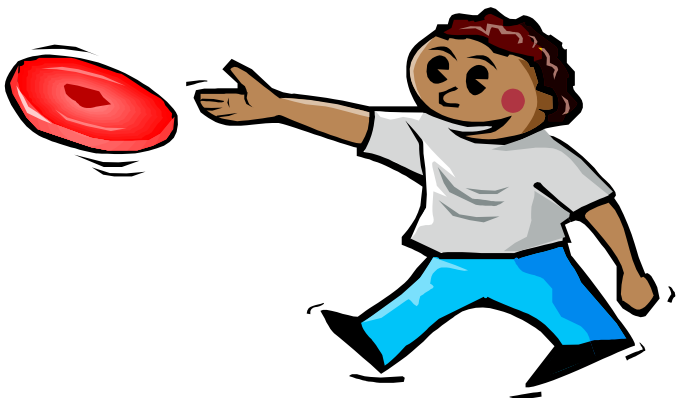
Product Description: This is a four-year initiative based on the values that are necessary for the continuance of our democratic society. Rather than a course, Lessons in Living strives to help teachers validate the values displayed by students so that the initiative focuses on what is already being done within the school program, as well as offering lessons, activities, resource materials, bibliography, quotations and lesson plans to help teachers and staff provide vital values programming.

Staff Development: Free Faculty training sessions; Free to schools and on a continuing basis as needed.

of schools using products/services: 65 schools

Evidence of Effectiveness: Schools in the Commonwealth of Virginia are required to provide Character Education for their students. Schools in Virginia helped to pilot Lessons in Living for the past four years, and several school districts have signed on with Lessons in Living because it is not a “program” but more of a cultural enhancement for the schools.

Other Program Offered: In-depth Staff Training – dimensions in learning/motivation/humor in the classroom; Adolescent Leadership Training Institutes – Grades 5 – high school; Peaceful Resolution Conflict Resolution program K-5



SCHOOL DATEBOOKS

Contact: Sharon Powers and Terry Black
Address: 2241 Old Romney Road
Lafayette, IN 47909
Phone: 1-800-705-7526
Fax: 1-765-417-8874
Web Site: www.schooldatebooks.com
Email: Sharon Powers:
Sharon@schooldatebooks.com

Terry Black: terry@schooldatebooks.com

Program Description: 1. Weekly character education words free of charge for all grade levels; 2. A 16 page character education insert available for 5½ x 8½ books for \$.15 per book; 3. Any state or district character education program can be added to books if the information is sent camera ready; 4. School internet site is free of charge to schools ordering custom books. This free site has the student (district and school) handbook and school and/or district events and activities. The web site can be updated throughout the school year and linked to school web site so parents, students, and members of the community can check the handbooks (policies) and the school activities; 4. Schools purchasing our partially custom books can add a school web sight for a small additional charge. An internet site can also be purchased on it's own.

Audience: All grade levels: K - College

Program Components: 1. Weekly character education words that can be used for class discussion, class projects, or to build a weekly lesson plan around. 2. A 16-page insert of character education material that can be used as a basis for discussions, projects, or lesson plans.

Products: Student/Teacher planning calendars and handbooks

Product Description: Totally custom and partially custom student handbooks and planners for all grade levels. Enclosed brochures describe our product in more detail.

Program Focus: 1. Encouraging and teaching organizational skills to students. 2. Providing a character education program for teachers to use weekly or monthly.

Staff Development: Individual sales representatives can meet with staff to provide implementation ideas.
of Schools Using Product: 1,000 + schools in fifty states

Evidence of Effectiveness: Response to our character education programs has be very positive but we have no statistics.

Other Programs Offered: None – we offer student planners and school internet sites. The internet sites are free to schools purchasing our custom books and are available for a small charge for schools purchasing our partially custom books. The internet site can also be purchased separately.

SPINNING BEES

Contact: Mary Durbano/The Golden Group

Address: 537 Southview Avenue
Kennett Square, PA 19348

Phone: (610) 925-5679 **Fax:** (610) 925-3840

Web-site: www.spinningbees.com

E-mail: mdurbano@earthlink.net

Program Description: Impressive skills, demonstration of fancy tricks and history of the Frisbee captivate students in PE classes. Gary Auerbach, World Freestyle Frisbee champion, teaches students to do tricks they've never done before, building self-esteem and encouraging creativity. The message of an active, healthy lifestyle is encouraged and cigarette smoking is discouraged. Frisbee provides families with an affordable hobby that encourages spending time together and a skill that can be mastered by everyone providing success and a feeling of accomplishment. Juggling programs also available with similar messages and components.

Audiences: Elementary and middle school students, community events and camps.

Program components: Interactive assemblies usually in the gym during regular PE class. Demonstrations.

Products: Professional quality Frisbees that are autographed and sold to students which also serve as a fundraiser for the school.

Product Description: High quality, aerodynamic and safe. Used by professionals and beginners.

Program Focus: Build self-esteem through a sense of accomplishment, fosters creativity, encourages a life-long active, healthy lifestyle, and encourages teamwork, cooperation, and goal setting.

Staff Development: na

of schools using products/services: Over 500 performances in NY, NJ, PA, Canada, FL, OH, MI, NC, MD, DE, WV.

Evidence of Effectiveness: Testimonial letters from principals, teachers and students. Hundreds of letters from admiring students who look up to Gary as a role model are available upon request.

SPROUT RECORDINGS

Program: American Heroes Concert (I, II & III)

Contact: Jonathan Sprout

Address: P.O. Box 188, Morrisville, PA 19067

Phone: (215) 295-2726 **Fax:** (215) 295-6105

Toll-free: (800) 577-7688 ((800) J-SPROUT)

Web-site: www.jonsprout.com

E-mail: jonsprout@jonsprout.com

Program Description: Three different *American Heroes Concerts* which include original award-winning songs about 5 legendary Americans whose lives embraced character traits including *honesty, respect, responsibility, compassion, self-discipline* and *perseverance*. Concerts are presented as "Assembly Programs" by 20 year veteran children's recording artist Jonathan Sprout who has preformed more than 3,500 children's concerts and released 8 albums.

Audiences: K-8 schools.

Program Components: Mr. Sprout is accompanied by his elaborate sound system in this interactive program where children are inspired by stories and original songs about true heroes.

Products: *American Heroes* and *More American Heroes* compact discs and audio cassettes are available in stores and catalogs nationwide. Available with each concert booking are large full color posters depicting the appropriate heroes with biographical information as well as detailed study guides.

Product Description: These powerfully orchestrated multi-award-winning compact disc/cassettes include original songs about 19 heroes including Martin Luther King, Jr., Susan B. Anthony, Abraham Lincoln, Sacagawea, Johnny Appleseed, Frederick Douglass, Sojourner Truth, George Washington, Harriet Tubman and others. Winner of *Parent's Choice*, *NAPPA Gold*, *Best Edutainment* and numerous ASCAP awards.

Program Focus: Comprehensive character education through award-winning music helps schools meet affirmative action objectives. Programs also enhance cultural awareness, combat sexual bias and supplement existing science and social studies curricula.

Staff Development: Seminars/workshops.

of schools using product/services: 925 since 1996.

Evidence of Effectiveness: Numerous repeat visits have been scheduled. Sylvan Schools adopted Jonathan's Heroes song as a Sylvan marketing theme song for year 2000-2001 and included Jonathan's performance at their recent International Conference in Atlanta. Jonathan's American Heroes concerts are endorsed and booked through: The Arts Council of the Morris Area (973) 377-6622 or Project Impact (201) 493-2033. "Jonathan's American Heroes Two concert is entertainment at it's best. Our staff and students sang and danced while learning information that addressed the Core Curriculum Content Standards for

SUNBURST TECHNOLOGY, INC.

Contact: Maria Caprara
District Representative
Address: 101 Castleton Street-Dept. GC14
Pleasantville, NY 10570
Toll Free: 1-800-338-3457 x 2130
Phone: 1-914-747-3310, ext. 2130
Fax: 1-914-747-4419
Web site: www.sunburst.com
E-mail: maria_caprara@nysunburst.com

Program Description: Sunburst's curriculums use a multimedia approach to character education that helps youngsters develop the skills they need to meet the challenges they face everyday. Emphasizing cooperative learning, these programs are flexibly designed to fit your needs and the needs of your students. The lessons taught in these programs can be carried across the curriculum to such areas as writing, reading, social studies and athletics. With its focus on teacher, students, parents and community educators, these programs are known to help create school environments that are conducive to learning.

Audiences: Educators of students in grades K-12, parents, and leaders of community programs.

Program Components: The curriculum program include videos, CD-ROMs, pamphlets, posters, games, extensive teacher's guides, reproducible student worksheets and activity cards, and professional development.

Products: Sunburst has both integrated Character Education Curriculum Modules as well as stand alone videos that help students develop the attitudes and make the behavioral choices that are part and parcel of good character

Product Description: A leader in the field of health and guidance for nearly 30 years, Sunburst develops its programs based on the latest research in the field. Sunburst personnel are in constant communication with experts, and their programs are based on research proven methodology.

Staff Development: Sunburst offers on-site professional development that demonstrates effective techniques and provides the tools for teaching character education. It is customized to meet the needs of your students and teaching staff. Training also includes extensive resource materials, performance based assessment tools, and curriculum integration.

of schools using products/services: 50,000.

Evidence of Effectiveness: All of Sunburst's programs are based on the highly researched cooperative learning methods of instruction. It has been proven to be the instructional method of choice for preventing and treating many of the social issues addressed in our program.

T.E.A.L 3 THE EDUCATORS WHO ACTIVATE LIFELONG LEARNING

Program: Uniting the Disciplines Through Acceptance and Goodwill
Contact: H. Blecher-Sass
Address: 494 Oak Ridge Road,
Clark, NJ 07066
Phone: (732) 574-1080
Fax: (732) 574-1080*51 START
Website: <http://TEAL3.idc-tx.com>
<http://workshop123.idc-tx.com>
E-mail: blecher-sass@idc-tx.com

Program Description: Correlating with national initiatives and state commissions, TEAL3 provides Uniting the Disciplines, W123 to enable adult stakeholders to implement and continually infuse character education, safe and drug free schools, and literacy opportunities throughout the school and community.

Audience: Educators, counselors, child care providers, librarians, community representatives and family members interested in personal and professional development that will enable them to provide improved services for our state's youth.

Program components: Interactive and reflective activities that involve discussions, role plays, story books, literature, lesson planning, family dialogues and materials for use in the classroom and homes.

Products: Website; private access Discussion Board and Chat Zone; planning templates and resources; network of colleagues; print and downloadable activities and home communication letters; live and online presentations by subject matter experts;

Product Description: web-based reference, resource and networking materials to involve school personnel, students, families and community members in the education for life long character development

Program Focus: Effectively integrate character education, service learning and literature through school based and home based activities that correspond to current curriculums as well as national and state education initiatives.

Staff Development: NJ Professional Development Provider; seminars/workshops, conferences and follow-up services; printed materials with interactive online workshops, exchanges, resources and discussions.

of schools using products/services: Nationwide – T.H.E. Institute <http://www.thejournal.com> ; Texas – Educational Service Center 4, Houston <http://www.esc4.net> ; Houston area, Montgomery College – <http://www.nhcmcc.org> ; NJEA convention 2002 presentations.

Evidence of Effectiveness: Newspaper and magazine articles; TV interviews; with testimonial letters and recommendations available upon request

Other Programs Offered: see website

THE MAGIC OF DOUG YOUNG

Program: I Like Me...Drug Free
Contact: Doug Young
Address: 1 Atlanta Court #4,
Freehold, NJ 07728
Phone: (732) 866-8869 **Fax:** (732) 625-0180
Web-site: www.DougYoungMagic.com
E-mail: Realmagic@aol.com

Program Description: This is a unique new approach to anti-drug and alcohol programs because it mixes information about the effects of substances with a self-esteem message. In the show, Doug will cover topics such as Smoking, Alcohol Addiction, Self-Respect and Peer Pressure. This presentation is not intended for mere entertainment but to inform and to challenge students to think and to make the right decisions. It is also highly entertaining as Doug balances a woman on a Drug Free School Zone sign...6 feet in the air! Five lucky students will also be given the opportunity to win a \$100 bill!

Audiences: K-8 grade students, community events, after school activities.

Program components: Magic Tricks, Stage Illusion, Dialogue, Demonstrations, Audience Participation, and Drug Fact Boards.

Program Focus: This program differs from most other programs because of the self-esteem message. Studies show that students receive the information about drug abuse from TV, police officers, and family but still can feel negatively pressured to make the right choice. Doug works to encourage students to realize that it is their choice and they will be responsible for that choice.

of schools using products/services: List available upon request.

Evidence of Effectiveness: Thank you letters and E-mails from parents, school staff and students. "I like the integration of magic to reinforce the theme of "respect". The beginning scene with the girl suspended from the Drug Free School Zone sign was an excellent attention getter! The show was on target with today's drug issues" Vasiki Lempesis, - J.W.— Wakeman Elementary School, Jersey City, NJ.

THE QUIET RIOT

Program: The Quiet Riot
Contact: David of Bill Mettler
Address: 131 Woodland Road,
Wyncote, PA 19095
Phone: 215-885-8825
Fax: 215-885-8031
Web Site: www.quietriot.org

Program Description: The power of story! 2 Brothers: Teamwork; Experience: 24 years, 3500 school shows – Great sound effects too! Five assembly programs that support Character Education: stories, comedy, mime, audience participation, sound effects & music that connect students with compassion, integrity, resourcefulness, respect for self and others.

Your 7 Strengths (K-6): a show that addresses self-esteem by helping students become aware of their inner strengths & beneficial support systems. 21st Century Leaders: (K-6 & 7-12) this show encourages moral leadership in students and staff alike by empowering them to instill respect, belonging, choice and fun within their school. The Planet Earth Show: (K-6 & 7-12) a program about shaping our future that explores local and global citizenship & personal responsibility. Two diversity programs (K-6 & 7-12) explore self-respect for others, compassion, individual and community wellness. Stories From the Human Family: world stories. Celebrations of Giving & Light: a program that honors the winter celebrations of five cultures.

Audience: K-12 students, teachers and parents.

Program Component: Programs are 45-60 minutes. Age appropriate booklets/questionnaires are provided to teachers for student follow-up.

Program Focus: Character Education, Conflict Resolution, Leadership & Community Building.

Staff Development: Teacher in-services in Multi-Intelligences, Conflict Resolution, Leadership, Teambuilding, Communication Skills, Shaping the Future & Interdependence.

of schools using products/services: over 3500

Evidence of Effectiveness: Letters & testimonials from teachers, administrators & students available on request

Visit the NJ Department of Education
Web-site at
www.state.nj.us/njded/chared

THE RANDOM ACTS OF KINDNESS

Contact: Barbara Gates,
Director of Educational Programs
Address: 1801 Broadway, Suite 250,
Denver, CO 80202
Phone: 303-297-1964 ext. 12
Fax: 303-297-2919
Toll Free: 800-660-2811 ext. 12
Web Site: www.actsofkindness.org
Email: Barbara.gates@actsofkindness.org
Program Description: We provide free kindness materials, which our participants adapt to their own school environment and goals. We offer free activity ideas, brainstorming support, project planning and implementation tools, publicity guidance, lesson plans, and project plans. Participants also have access to those ideas successfully implemented in other schools. Our program encourages students to practice kindness, a value that they will use in relationships, careers, and community work for the rest of their lives.
Audience: Pre-K – college students, as well as adults of all ages.
Program Component: On our website, we offer and Activity Idea Guide, full of ideas for schools, the community, and the workplace. In addition, we have a Teacher's Guide, a Project Planning Guide, a Publicity Guide, lesson plans, project plans, and a Kindness to Colleagues Guide. All of our materials are free and can be downloaded from our website. We encourage educators to share ideas and adapt others' ideas to their own school environment. Call us for brainstorming help and other free consultations.
Products: Resources cited above, available free of charge on our website. In the fall of 2002, we will offer free digital images on our website so schools can print posters, bookmarks, t-shirts, for distribution among the student body.
Program Focus: We provide free inspiration and free ideas, materials, and guidance for students and adults who promote and perform acts of kindness. Our primary focus is education, and our materials are available on our website, www.actsofkindness.org
Staff Development: Free Teacher's Guide, school ideas, and other materials on our website; free phone consultation and support.
of schools using products/services: 20,000-30,000 schools nationwide and other schools internationally.
Evidence of Effectiveness: Reduced referrals to principals (sometimes by 50%), more respectful treatment in the hallways, improved overall school climate, a stronger school community and sense of purpose, closer connections with the surrounding community, and improved self-esteem among students as they learn to use the power of kindness to reach out to others.

TIGERMAN: ANTI-VIOLENCE PROGRAM

Program: TigerMan, the Non-Violent Superhero
Contact: Mark Anthony Cialante,
Executive Director
Address: 3721 Midvale Ave.
Philadelphia, PA 19129
Phone: (215) 951-0330 ext. 128
FAX: (215) 951-0342
Web-site: www.tigermankids.com
E-mail: tmap@tigermankids.com
Program Description: TM Productions provides the performances of TigerMan, the non-violent Superhero! A 45-60 minute performance of Live Original Music and Dance, teaching the dangers of Drugs, Guns, Strangers, and Violence, and to respect Teachers, Others, and Themselves
Audiences: Pre-K-4th grade, urban, suburban, rural
Program Components: A Live performance by TigerMan, the Non-Violent Superhero, teacher's curricula, coloring pages and other handouts to kids, prizes such as T-Shirts, books. There is also a follow-up visit from TigerMan, approximately 1 month after the original performance.
Program Focus: Anti-Violence, Guns, and Drugs, Safety Issues, Self Respect, Respect for Teachers, Respect for others, Relaxation and Mental Focus
Staff Development: Teacher Curriculum
of schools using products/services: Approximately 80 schools/year.
Evidence of Effectiveness: TM Productions has recently received several large grants to expand operations from well-known Foundations, and has received thousands of letters of thanks and stories of children whose lives have been saved directly as a result of the lessons TigerMan teaches. In addition, to facilitate program development, TM Productions is conducting Scientific Outcomes Research with the aid of volunteer experts in the field.

Web-Sites

The following is a list of web sites that may be helpful in your search for more materials, resources and information on Character Education:

General

- Character Education Partnership www.character.org
- Character Education Center www.ethicsusa.com

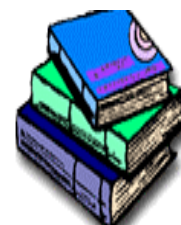
Character Building for Kids:

- Absolutely Whootie, Stories to Grow By <http://www.storiestogrowby.com/>
- Adventures from the Book of Virtues www.pbs.org/adventures/
- Book of Virtues www.pbs.org/adventures/
- Center for Character Development at Lubbock Christian University www.charactercenter.com
- Free the Children www.freethechildren.org
- Fun Brain .com www.funbrain.com
- FunSchool.com www.funschool.com
- Importance of Serving Others www.servent.org
- Kids for Peace www.kids4peace.com
- Kids Helping Kids www.geocities.com/Heartland/8677
- KidsPeace www.teencentral.net/
- Making Hearts Sing www.wildgear.com/stories/
- My Hero <http://myhero.com>
- National Conference of State Legislators www.ncsl.org
- Rainforest Action Network's "Kid's Action" page www.ran.org/ran/kids_action/index.html
- The Environmental Protection Agency's "Recycle City" www.epa.gov/recyclecity
- The Institute For Youth and Development www.youthdevelopment.org
- The KidsCom page www.kidscom.com
- The Presidents' Summit for America's Future www.americaspromise.org
- The Recycling Color Book for Kids www.greenvalley.com/coloring/colorme1.html
- The White House for Kids www.whitehouse.gov/WH/kids/html/home.html
- Volunteer Program Management Resources www.halcyon.com/penguin/svm/resource.htm
- "Youth in Action Network" www.mightymedia.com/
- Youth Service America www.servent.org/ysanet2



Colleges and Universities Character Education Programs and Research:

- California University of Pennsylvania, Character Education Center
www.cup.edu/character_ed/cencenter.htm
- Center for Character Development at Lubbock Christian University
www.charactercenter.com
- Character Education programs and Scholarships in Southern California
www.passkeys.org
- Duke University, The Kenan Institute For Ethics <http://kenan.ethics.duke.edu>
- Mendelson Center for Sport, Character & Culture, University of Notre Dame
www.nd.edu/~csc
- Northeastern Illinois University, Dr. Craig Cunningham
www.neiu.edu/lccunning/chared.html
- Olivet College, Character Education Resource Center www.olivetnet.edu/cerc
- The George Lucas Educational Foundation, Emotional Intelligence Research
<http://glef.org/eiresearch.html>
- University of Illinois at Chicago, Dr. Ed Wynne, College of Education
www.uic.edu:80/~edaw
- University of Minnesota www.umn.edu/~serve



Curriculum Development:

- Absolutely Whootie, Stories to Grow By <http://www.storiestogrowby.com/>
- Association for Supervision and Curriculum Development www.ascd.org
- Caring Teachers "building caring in the classrooms" www.caringteachers.com/
- Center For Civic Education www.civiced.org
- Fun Brain .com www.funbrain.com
- FunSchool.com www.funschool.com
- Good Character.Com www.goodcharacter.com/
- Project Literacy Among Youth www.kidsplay.org
- Resources for Teachers: Discipline and Character Education www.useekufind.com/
- Nest Entertainment, Every Child Needs A Hero www.CharacterEd.net
- Teaching Virtue www.teachingvirtues.net
- tresourc.htm#DISCIPLINEANDCHARACTEREDUCATION
- The Institute For Youth and Development www.youthdevelopment.org
- The Center for Civic Education's lesson plans www.civiced.org/lesson-plans.html
- "Thought, Word & Deed" www.statefarm.com/educate/twdpage.htm



Grant Information:

- Character Education programs and Scholarships in Southern California
www.passkeys.org
- Duke University, The Kenan Institute For Ethics <http://kenan.ethics.duke.edu>
- Families and Youth Services Bureau www.acf.dhhs.gov/programs/fysb
- United States Department of Education Discretionary Grant Programs
<http://ocfo.ed.gov/grantinfo/forecast/forecast.htm>

School Issues:

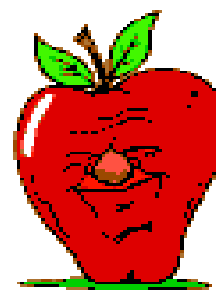
- America Taking Action Links to School Web-sites www.freeschoolsites.com
- Calvert County (MD) Public Schools Character Education Resources
www.calvertnet.k12md.us/instruct/characterdev.shtml
- Character Education Rap by Barbara Gruener, Jamison Middle School, Pearland, Texas
www.highwired.com/jmsnms/guidance
- High School Prep www.moww.org/HSPrep/
- The Collaborative to Advance Social and Emotional Learning www.CASEL.org
- The George Lucas Educational Foundation, Emotional Intelligence Research
<http://glef.org/eiresearch.html>

Service-Learning/Resources:

- Center For Civic Education www.civiced.org
- Character Education Resources www.charactereducationinfo.org
- Character Matters www.charactermatters.com
- Corporation for National Service, Learn and Serve America www.cns.gov
- Learn and Serve America National Service-Learning Clearinghouse, National Youth Leadership Council (NYLC) www.nylc.org
- Learning In Deed: Making a Difference Through Service-Learning, W. K. Kellogg Foundation
www.LearningInDeed.org
- Resources for Teachers: Discipline and Character Education
www.useekufind.com/tresourc.htm#DISCIPLINEANDCHARACTEREDUCATION
- Start Spot Network www.libraryspot.com
- The Future of Children www.futureofchildren.org/
- University of Minnesota www.umn.edu/~serve

On-line Catalogues For Ordering Materials:

- Association for Supervision and Curriculum Development www.ascd.org
- Baby Think it Over www.btio.com/
- Boulden Publishing www.bouldenpublishing.com
- Build a Solid Future www.gate.net/~labooks/CHAR.html
- Bureau of Education & Research www.ber.org
- Cambridge Parenting & Family Life www.cambridgeeducational.com
- Center for Civic Education www.civiced.org
- Center for Youth Issues www.cyi-stars.org
- Changing L. Bete Co., Inc. www.channing-bete.com
- Character Counts www.charactercounts.org
- Character Matters www.charactermatters.com
- Committee for Children www.cfchildren.org
- Developmental Studies Center www.devstu.org
- Good Character.Com www.goodcharacter.com/
- Hammond & Stephens www.hammondstephens.com
- Integrity Matters (video series) www.integrity-matters.com/home.html
- James Stanfield Publishing Company, The BeCoo/ Classroom www.stanfield.com
- Live Wire Media www.livewiremedia.com
- Media International www.mediainternational.com
- National Professional Resources, Inc. www.nprinc.com
- Northwest Media Inc. www.lotsoflearning.com
- Positive Action www.posaction.com
- Research Press www.researchpress.com
- Resources for Teachers: Discipline and Character Education www.useekufind.com/tresourc.
- The Future of Children www.futureofchildren.org/
- The K-12 Giraffe Heroes Program www.giraffe.org
- Thinking Publications www.ThinkingPublications.com
- Young People's Press www.youngpeoplespress.com
- Youth Light, Inc. www.youthlight.com

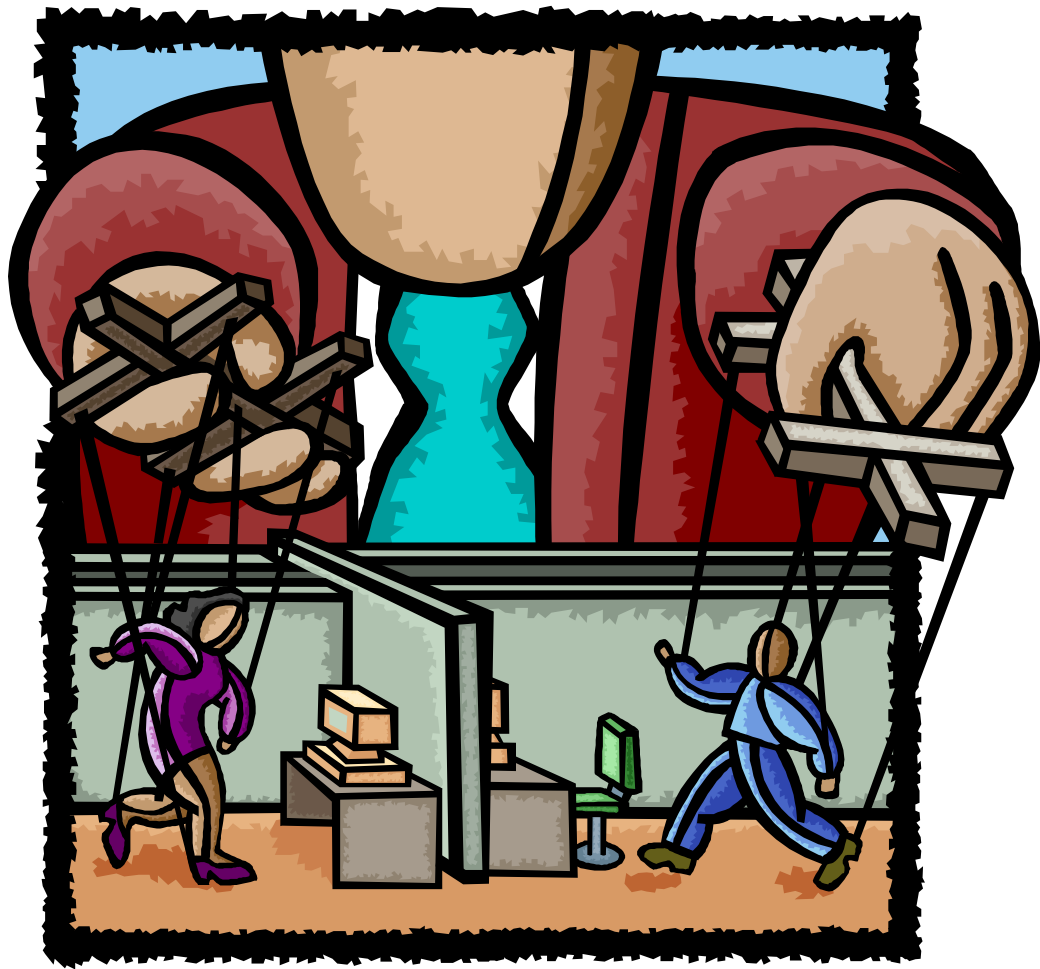


Useful Sites for Parents and Teachers:

- Absolutely Whootie, Stories to Grow By <http://www.storiestogrowby.com/>
- Adventures from the Book of Virtues www.pbs.org/adventures/
- All One Heart (respect for diversity) www.allonheart.com/
- America Taking Action Links to School Web-sites www.freeschoolsites.com
- American Association for Therapeutic Humor www.wwth.org
- Baby Think it Over www.btio.com/
- Caring Teachers "building caring in the classrooms" www.caringteachers.com/

- Center for Civic Education www.civiced.org
- Character Building Site www.coe.usu.edu/eb/resources/characterbuilder
- Character Counts Coalition www.charactercounts.org
- Character Education Center www.ethicsusa.com
- Character Education Institute www.charactereducation.org/
- Character Matters www.charactermatters.com
- Children Now's www.childrennow.org/toughissues/Talk_Open.html
- Conflict Resolution the Peaceful Way www.stark.k12.oh.us/Docs/units/conflict/
- EQParenting.com www.EQParenting.com
- Families and Youth Services Bureau www.acf.dhhs.gov/programs/fysb
- Fun Brain .com www.funbrain.com
- FunSchool.com www.funschool.com
- Good Character.Com www.goodcharacter.com/
- Jefferson Center for Character Education www.jeffersoncenter.org
- Mentor Programs:
 - America's Promise: Alliance for Youth www.americaspromise.org
 - Big Brothers Big Sisters of America www.bbbsa.org
 - Coalition for America's Children www.kidscampaign.org
 - Impact Online www.impactonline.org
 - Project America www.project.org
 - National Conference of State Legislators www.ncsl.org
 - OurCharacter.com "objective tools for character development"
www.ourcharacter.com/
 - Prevention Yellow Pages www.tyc.state.tx.us/pre-vention/40001ref.html
 - Proud to be Polite www.proudtobepolite.com
 - "Reaching Today's Youth" (Journal from the National Educational Service)
www.nesonline.com/rty/rty.html
 - Resources for Teachers: Discipline and Character Education
www.useekufind.com/tresourc.htm#DISCIPLINEANDCHARACTEREDUCATION
 - Studies in Moral Development www.uic.edu/~Inucci/MoralEd/
 - Sympatico <http://kidshelp.sympatico.ca/help/divrsity/divrsity.htm>
 - "Teaching Kids Responsibility" Newsletter from the National Educational Service
www.nes.org/tkr/tkr.html
 - Teaching Virtue www.teachingvirtues.net
 - The Character Education Pages <http://cuip.uchicago.edu/~cac/chared/>
 - The Cultural Conservancy www.nativeland.org
 - The Future of Children www.futureofchildren.org/
 - The George Lucas Educational Foundation, Emotional Intelligence Research
<http://glef.org/eiresearch.html>
 - The Institute For Youth and Development www.youthdevelopment.org
 - The Intercultural E-Mail Classroom Connections www.stolaf.edu/net-work/iecc/
 - The New Century School House www.landmark-project.com/ncsh/
 - U.S. Department of Education, Creating Safe and Drug-Free Schools
www.ed.gov/offices/OESE/ACTGUID/index.html

Presentation Resources



Presentation Resources

The following individuals have been identified as having considerable experience in presenting character education keynote workshops and seminars. They have offered their services to New Jersey Schools.

Charlie Abourjilie, Character Educator, High School Teacher/Coach and Author

Guilford County Schools

120 Franklin Boulevard

Greensboro, NC 27101

Phone (336) 378-8800

Fax (336) 370-2320

Also: Character Development Group

P.O. Box 9211

Chapel Hill, NC 27515-9211

Contact Person: Dixon Smith

Phone (919) 967-2110

Phone (919) 967-2110

Fax (919) 967-2139

E-mail: respect96@aol.com

Web-site: <http://CharacterEducation.com>

Presentation: Character Development Group is proud to offer some of the most knowledgeable, experienced and entertaining speakers in character education. All of our presenters are experienced educators who have authored books on character education and will provide insight and a wealth of techniques to assist your school or organization in creating a climate of character.

Mary C. Aranha, Keynote/Presenter/Consultant

7505 Blanford Drive

Fort Washington, MD 20744-3306

Phone (301) 248-8040

Fax (301) 265-9173

E-mail: maryaranha@aol.com

Web-site: <http://www.msde.state.md.us>

Presentation: Motivating and interactive presentation from a practitioner is designed for the administrators and teaching staff. Participants will learn background information, practical school-wide and classroom strategies, parent involvement and community connections for implementing and integrating character education in the daily operation of the school as well as into the existing curriculum.

The Miss America Organization

2 Ocean Way, Suite 1000

Atlantic City, NJ 08401

Phone (609) 345-7571

Fax (609) 345-6860

Contact Person: Mary Blackburn

Phone (606) 345-7571

E-mail: events@missamerica.org

Web-site: www.missamerica.org

Presentation: Miss America's important message represents the interest of the character development movement in America, while standing on behalf of fellow educators to draw attention to the critical role they play in the lives of the nations' youth. Also, she reaches out to students, encouraging them to open their minds and hearts to the messages of good character. In addition, she encourages parents to value their children by valuing their children's teacher and ask parents who can effect change in their communities to do so. Finally, she challenges education administrators, government officials, civic leaders, business people and other concerned individuals to transform rhetoric into action by joining together in support of character education.

Gene A. Bedley, Chief Executive Officer

National Character Education Center

P. O. Box 80208

Rancho Santa Margarita, CA 92688-0208

Phone: (800) 339-3455

Web-site: www.ethicsusa.com

E-mail: ethicsusa@home.com

Presentation: The Big "R" Responsibility, Elementary Respect, Character Centered Classrooms, The Difficult Child, Essential Ethics for Teens, Teen Respect, and Character Lessons for Life are seminars presented by Gene Bedley of The National Character Education Center.

Rudy Bernardo, Character Education Consultant

Institute for the Development of Character and Community

7101 Dominican Drive

Dayton, OH

Phone (937) 836-7396

Fax (937) 836-7396

E-mail rbernardo@dayton.net

Web-site www.dayton.net/~rbernardo/

Presentation: Building Character School wide: Creating A Caring Community In Your School prepares school and interested community members for initiating a comprehensive approach in developing successful character-based school improvement leading to increased student achievement. It creates an environment in which positive character traits and behaviors are modeled, internalized and actualized. In addition, it creates understanding, involvement, and support among parents, community leaders, businesses, churches, media, and higher education for school improvement through character education.

Rob Bocchino, Founder

Heart of Change Associates

3495 Melvin Dr. N

Baldwinsville, NY 13027

Phone (315) 638-8876

Fax (315) 638-8876

E-mail ROB@HEARTOFCHANGE.COM Web-site www.heartofchange.com

Presentation: Introduction to Emotional Literacy. In his new book, Rob Bocchino describes tools and skills that add up to a different way of being smart. This workshop will explore what Emotional Literacy is and how we can help students and adults develop the skills of Emotional Literacy. The workshop will explore the teachable strategies for understanding and managing emotions. Specifically, participants will be able to: define the constellation of skills that comprise Emotional Literacy; explain ways that Emotional Literacy supports Character Education; and apply and teach strategies for managing emotions. This is a highly interactive workshop with consistent participant's involvement, using printed workshop materials and hands-on activities.

Karen Bohlin, Director

Center for the Advancement of Ethics and Character (CAEC)

Boston University, School of Education

621 Commonwealth Avenue

Boston, MA 02215

Phone (617) 353-3262

Fax (617) 353-4351

Contact Person: Megan Black

Phone (617) 353-3262

E-mail: kbohlin@bu.edu

Web-site: <http://www.bu.edu/education/caec/>

Presentation: Can we teach students to internalize virtue? Can we engage their hearts as well as their minds without compromising academic instruction? If you are beginning a character education initiative or have already begun one but wonder how to keep your efforts reflective and dynamic, this session offers a framework for in-house assessment and planning. The Internalizing Virtue Framework outlines four essential components to keeping character education meaningful to students, integral to the curriculum and a vital part of school life.

B. David Brooks, Ph.D., Consultant

2433 Thomas Drive, PMB 106

Panama City Beach, FL 32408

Phone (877) 214-7974

Web-site: www.bdavidbrooks.com

E-mail bdavidbrooks@aol.com

Presentation: This workshop will take the participants through the necessary steps to infuse systematic character education in the school and the classroom. Strategies based on language, and multicultural literature will be highlighted. The three P's for effective implementation of systematic character education will be explored. The three P's are principles, process and practice.

Deb Austin Brown, Character Educator, Elementary Teacher, Author and Trainer

Proverbial Ink

9 River Park Circle

St. Albans, WV 25177

Phone (304) 727-7899

Fax (304) 727-7899

E-mail debaustinbrown@mindspring.com

Presentation: *The Character Message: A Call To Excellence*. There is excitement, magic, power, and promise in teaching for character! This workshop speaks to the heart as well as the mind. It will have you laughing at one moment and in serious contemplation the next. Deb will take you into her classroom for a look at how the character message is woven into the everyday life of a school. You will come away with tried-and-true classroom ideas and strategies that you can use with the students in your life! You will hear the success stories of students who've applied the character lessons to their own lives to achieve personal and academic excellence. These kid-stories will pull at your heartstrings, inspire and motivate you...and move you to action!

Dr. Willard R. Daggett, President

Dr. Martin J. Marrazzo, Senior consultant

International Center for Leadership in Education, Inc.

1587 Route 146

Rexford, NY 12148

Phone (518) 399-2776

Fax (518) 399-7607

E-mail: Info@daggett.com

Presentation: An onsite program that can be tailored to meet the needs of your school or district. Programs can vary from a one-hour presentation to a full day, experiential workshop. Some topics that may be presented include: Addressing the Issue of Character, Six Steps to an Effective Character Education Program and How to Implement a Comprehensive Character-Centered Teaching Program.

Dr. Matthew Davidson, Research Associate

University of Notre Dame

Mendelson Center for Sport, Character and Culture

1021 North Niles Avenue

South Bend, IN 46617

Phone 219-233-6559

Fax 219-631-8411

Web-site www.nd.edu/~csc

E-mail davidson.28@nd.edu

Presentation: Dr. Davidson speaks to teachers, parents, and community groups on the case for character education and the comprehensive approach to character education. He has presented at national conferences on character education planning and evaluation and has assisted schools in data gathering analysis. Dr. Davidson is available for keynote addresses, staff development workshops and seminars, school and community consultation on the topics

Steve Dixon, Character Educator, Elementary Principal and Author

Character Development Group

P.O. Box 9211

Chapel Hill, NC 27515-9211

Contact Person: Dixon Smith

Phone (919) 967-2110

Phone (919) 967-2110

Fax (919) 967-2139

E-mail: respect96@aol.com

Web-site: <http://CharacterEducation.com>

Presentations: Character Development Group is proud to offer some of the most knowledgeable, experienced and entertaining speakers in character education. All of our presenters are experienced educators who have authored books on character education and will provide insight and a wealth of techniques to assist your school or organization creating a climate of character.

Anne C. Dotson, Author, Teacher, Chair/Character-Ethics

Character Press

5945 Fieldstone Circle

North Ridgeville, OH 44039

Phone (440) 327-1463 FAX (440) 327-1463

E-mail: adotson@apk.net

Web-site: www.teachingcharacter.com

Presentation: Is adaptable to needs of school/district. These presentations can include the following: establishing character programming; training students to become future leaders; presentation involving the parents; or adapting the character program to New Jersey standards.

Dr. Maurice Elias, Vice-Chair CASEL Leadership Team

Rutgers University

Department of Psychology, Livingston Campus

53 Avenue E

Piscataway, NJ 08854-8040

Phone (732) 445-2444

FAX (732) 445-0036

E-mail: melias@rci.rutgers.edu

Web-site: www.EQParenting.com or www.CASEL.org

Presentation: Emotional Intelligence/EQ/Social-Emotional Learning (SEL) refer to the skills that underlie and support the development and enactment of sound character. Working with the Character Education Partnership and the Collaborative to Advance Social and Emotional Learning (CASEL), and through his books, Emotionally Intelligent Parenting and Raising Emotionally Intelligent Teenagers, Dr. Elias has worked with schools, parent groups, home-school associations and school districts to plan and implement empirically valid, theoretically sound, practical and enduring Character Education, EQ, SEL, Social Decision Making and Social

Dr. Shirley P. Fisher, Associate Professor and Consultant

79 Bordentown-Crosswick Road, Crosswicks, Nj 08515

Phone (609) 298-5456

E-mail: fisher@tcnj.edu

Presentation: Character Education for the New Millennium. This presentation will demonstrate how to develop, implement, and evaluate a program that utilizes an interdisciplinary approach. Some of the areas included in the program are conflict resolution, character education, mentoring programs, and service learning. Handouts will be provided and the participants will be involved in hands-on character education activities.

Dr. Henry Huffman

California University of Pennsylvania

Character Education Institute

250 University Avenue, Box 75

California, PA 15419-1394

Phone (724) 938-4500

Fax (724) 938-4156

E-mail huffman@cup.edu

Presentation: Presentations range from 45-60 minutes; overviews and workshops range from 3-12 hours sharing a common theme: Character Education is a way of life, not a program. School districts and communities undertaking character education initiatives should develop comprehensive plans that seek to infuse core values into all aspects of the school or community's life.

Ann C. Humphries, SC Year of the Child Hero and producer of award-winning Proud To Be Polite video series presents to faculty in-service on three highly requested and rated programs: 1) 28 Ways to Create a Culture of Service and Courtesy in Your School, 2) 28 Ways to Teach Character, Respect, and Manners, and 3) What Rudeness Costs You and Your School and How to Correct it. These presentations have been keynote and breakout sessions at state and national character conferences

Sally Keener

Character Education Consultant, Teacher, Administrator, Author

P.O. Box 221, 4711 Hope Valley Rd. Durham, NC 27707

Phone: (toll-free) 866-815-2729 Fax: (972) 733-7232

E-mail: sally@kkconsult.com Web-site: www.kkconsult.com

Presentation: On-site workshops for administrators or faculties, individual schools or entire school districts, to facilitate action planning for the enrichment, expansion and goal-based assessment of character education initiatives. Emphasis is on investigating "what have we done and where do we want to go from here with our character education programs?" Workshop provides tools to assess and build character education program frameworks that align with school (district) issues and goals. Hands-on activities provide immediate strategies and action plans that integrate character development into the fabric of school life, course content and academic objectives.

Dr. Thomas F. Kelly, Assistant Professor

Sacred Heart University

5151 Park Avenue

Fairfield, CT 06432

Phone (631) 821-0588

Fax (631) 821-6691

E-mail tkelly7662@aol.com

Web-site www.drthomaskelly.com

Presentation: Dr. Kelly's presentation focuses on his newest book Character Education: Natural Law, Human Happiness & Success. Based on the work of Aristotle, William Glasser and Steven Covey, the book and presentation includes a needs assessment instrument to plan and guide implementation.

**Dr. Howard Kirschenbaum, Frontier Professor of School,
Family and Community Relations**

Warner Graduate School of Education and Human Development

University of Rochester

Dewey Hall 1-314, Rochester, NY 14627

Phone (716) 275-5077

Fax (716) 473-7598

E-mail: kirs@troi.cc.rochester.edu

Presentation: International consultant and author of numerous books on character education, Kirschenbaum presents inspiring keynotes and workshops on: values and character education; modeling character and social responsibility, integrating character education in the curriculum; the administrator's role in character education; comprehensive character-based sex education, and parents and schools working together for students' character development.

Dr. Helen LeGette, Education Consultant

P. O. Box 1764

Burlington, NC 27216-1764

Phone (910) 570-6060

E-mail hlegette@netpath.net

Presentation: Keynote Address on Character Education may be tailored to fit the needs of the group which may include topics on the why or how of character education, emphasis on motivation and inspiration to undertake the challenge of helping children and youth develop good character. Also offered are three workshops ranging from 1 ½ hours to 3 hours focusing on the following: Making a Difference: Teachers, Kids, and Character; Parenting for Character; and Nerds, Geeks, Bullies, and Cliques.

Dr. Thomas Likona, Director

Center for the 4th and 5th Rs

SUNY Cortland, Education Department, P. O. Box 2000

Cortland, NY 13045

Phone (607) 753-2455

Fax (607) 753-5980

E-mail c4n5rs@cortland.edu

Web-site: www.cortland.edu/www/c4n5rs

Presentation: This presentation shows how to implement the *Eleven Principles of Effective Character Education* developed by the National Character Education Partnership. Lead author of the *Eleven Principles*, Dr. Lickona uses school success stories from around the nation to illustrate the application of these principals at the elementary, middle school, and high school levels.

Dr. Anthony Scannella, Director of Professional Development

Foundation for Educational Administration—12 Center Drive

Monroe Twp., NJ 08831

Phone (609) 860-1200

Fax (609) 860-6677

E-mail: DrTonyScan@njpsa.org

Web-site: www.njpsa.org

Presentation: CLICK (Comprehensive Learning & Interventions for Correcting Kids) a powerful school discipline program that effectively deals with most student problems. CLICK "blockbuster system" reduced noticeable and quick changes in student behavior through personality profiling, reframing and a unique strategy for changing students' limiting beliefs.

Dr. Eric Schaps, President

Developmental Studies Center

2000 Emboreadero, Suite 305

Oakland, CA 94606-5300

Phone (510) 533-0213

Fax (510) 464-3670

Contact Person: A. J. Craft

Phone (510) 533-0213 ext. 265

E-mail: Eric_Schaps@devstu.org

Web-site: www.devstu.org

Presentation: Presentations on character education theory, programming and/or research, especially those functioning on building students' "sense of community" in classrooms and schools as a fundamental approach to effective character development.

Dr. Myrna B. Shure, Professor

MCP Hahnemann University—245 N. 15th Street, MS 626

Philadelphia, PA 19102

Phone (215) 762-7205

FAX (215) 762-8625

E-mail: mshure@drexel.edu

Web-site: www.researchpress.com or www.thinkingchild.com

Presentation: The presentation will demonstrate a research-based classroom intervention that teaches young children how to think in ways that help them resolve everyday interpersonal problems-skills that prevent and reduce early high-risk behaviors that manifest itself later among our nation's youth. How parents can become involved will also be discussed.

Russell Simon, Principal

Middle Township Elementary #2 School

101 West Pacifica Avenue

Cape May Court House, NJ 08210

Phone 609-465-1827, ext. 300

Email: rsimon@middle.capemayschools.com

"Being T.R.R.F.C.C. is Elementary" this motivational presentation is based upon "The 6 Pillars of Character Education" - Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. It is stepped in Stephen Covey's "7 Habits of Highly Effective People" and presents a school wide initiative, coupled with easy to implement whole school activities, that focus on the development or enrichment of a sound character education program. Topics covered in the presentation include; getting started, connecting to the school's mission, integrating character education in the academic curriculum, gaining parent and community support, student involvement, developing and assessment tool, gathering qualitative and quantitative program data, effective and creative funding, and the use of financial, human and other resources. Presentations can be designed for staff in-services, student assemblies, and parent meetings.

Hal Urban

790 Barbour Drive

Redwood City, CA 94062-3014

Phone (650) 366-2882

Fax (650) 366-9882

E-mail: halurban@halurban.com

Web-site www.halurban.com/

Presentation: Presentations are directed to teachers, students and parents. Teacher presentations range from one hour to all day workshops. All presentations deal with character education-bringing out the best in kids.

Dr. Philip Fitch Vincent, Character Educator, Director and Author

Character Development Group

P. O. Box 9211, Chapel Hill, NC 27515-9211

Phone (919) 967-2110

Fax (919) 967-2139

E-mail: respect96@aol.com

Web-site: www.CharacterEducation.com

Presentation: Dr. Vincent is a nationally recognized author, presenter and facilitator in character education. A dynamic presenter with over 500 workshops and 20 books to his name, he will teach your group how to "know, love, and do the good." Imagine...character education using teaching methods already in place in your schools, WITHOUT add-on programs. quantitative measures.

David B. Wangaard, Director

The School for Ethical Education

440 Wheelers Farms Road, Milford, CT 06460,

Phone (203) 783-4438

Fax (203) 783-4461

E-mail dwangaard@ethicsed.org

Web-site www.ethicsed.org

Presentation: The School for Ethical Education (SEE) teaches strategies to put ethics in action. They encourage learning experiences that foster positive character and advance responsible and caring communities. Program topics include: Building Ethical Communities through Service-Learning; Laws of Life Essay contest; Educating for Character with strategies to teach to the Head, Heart and Hand; Administering classroom meetings that promote character and student resiliency; Developing procedures and rules for moral discipline policies; Integrating character topics into academics or youth curricula; Promoting skills for ethical decision-making; Applying character principles to conflict resolution; Implementing a strategic plan for comprehensive character education; and Planning assessment of character programs with qualitative and quantitative measures.

Chip Wood, Executive Director

Northeast Foundation for Children

71 Montague City Road

Greenfield, MA 01301

Phone (413) 772-2066 or (800) 360-6332

Fax (413) 774-1129

Contact Person: Bev Snow

Phone: (413) 772-2066 ext. 161

E-mail: infor@responsiveclassroom.org

Web-site: www.responsiveclassroom.org

Presentation: The Responsive Classroom™ approach to Professional Development and Character Education. Character develops in children over time. Like academic achievement, social fluency is an educational process that cannot be rushed or hurried without consequence. This presentation will focus on (1) finding the time for character education, (2) understanding the progression in the development of character. Strategies that have been effective in reducing problem behaviors and increasing social and academic performance in grades K-8 will be highlighted. Chip Wood has been a teacher of children for over thirty years.

Evaluation Resources

The following individuals have been identified as having considerable expertise in evaluating character education programs and have offered their services to New Jersey schools to provide technical assistance.

Patricia Harned, Ph.D., Director, Character Education
Ethics Resource Center
1747 Pennsylvania Ave, NW Suite 400
Washington, DC 20006
Phone: (202) 737-2258
E-mail: ethics@ethics.org

Clete Bulach, Ed.D., Director, Professional Development Center
State University of West Georgia
Carrollton, Georgia 30118
Phone: (770) 836-4435
E-mail: cbulach@westga.edu
Web-site: www.westga.edu/~cbulach

Deborah Hecht, Ph.D., Project Director, Center for Advanced Study in Education
The Graduate Center
The City University of New York
365 Fifth Avenue
New York, NY 10016-4309
Phone: (212) 817-1834
E-mail: dhecht@gc.cuny.edu



11 Eleven Principles of Effective Character Education™

By Tom Lickona, Ph.D.
Eric Schaps, Ph.D.
Catherine Lewis, Ph.D.

There is no single script for effective character education, but there are some important basic principles. The following eleven principles serve as criteria that schools and other groups can use to plan a character education effort and to evaluate available character education programs, books, and curriculum resources.

1. Character education promotes core ethical values as the basis of good character.

Character education holds, as a starting philosophical principle, that there are widely shared, pivotally important core ethical values — such as caring, honesty, fairness, responsibility, and respect for self and others — that form the basis of good character. A school committed to character education explicitly names and publicly stands for these values; promulgates them to all members of the school community; defines them in terms of behaviors that can be observed in the life of the school; models these values; studies and discusses them; uses them as the basis of human relations in the school; celebrates their manifestations in the school and community; and upholds them by making all school members accountable to standards of conduct consistent with the core values.

In a school committed to developing character, these core values are treated as a matter of obligation, as having a claim on the conscience of the individual and community. Character education asserts that the validity of these values, and our obligation to uphold them, derive from the fact that such values affirm our human dignity; they promote the development and welfare of the individual person; they serve the common good; they meet the classical tests of reversibility (Would you want to be treated this way?) and universality (Would you want all persons to act this way in a similar situation?); and they define our rights and responsibilities in a democratic society. The school makes clear that these basic human values transcend religious and cultural differences and express our common humanity.

2. "Character" must be comprehensively defined to include thinking, feeling, and behavior.

In an effective character education program, character is broadly conceived to encompass the cognitive, emotional, and behavioral aspects of the moral life. *Good character consists of understanding, caring about, and acting upon core ethical values.* The task of character education therefore is to help students and all other members of the learning community know "the good," value it, and act upon it. As people grow in their character, they will develop an increasingly refined understanding of the core values, a deeper commitment to living according to those values, and a stronger tendency to behave in accordance with those values.

3 Effective character education requires an intentional, proactive, and comprehensive approach that promotes the core values in all phases of school life.

Schools committed to character education look at themselves through a moral lens and see how virtually everything that goes on in school affects the values and character of students. An *intentional* and *proactive* approach plans deliberate ways to develop character, rather than simply waiting for opportunities to occur. A *comprehensive* approach uses all aspects of schooling — the teachers example, the discipline policy, the academic curriculum (including the drug, alcohol, and sex education curriculum), the instructional process, the assessment of learning, the management of the school environment, relationships with parents, and so on — as opportunities for character development. “Stand alone” character education programs can be useful first steps or helpful elements of an ongoing effort but must not be considered a substitute for a holistic approach that integrates character development into every aspect of school life.

4 The school must be a caring community.

The school itself must embody good character. It must progress toward becoming a microcosm of the civil, caring, and just society we seek to create as a nation. The school can do this by becoming a moral community that helps students form caring attachments to adults and to each other. These caring relationships will foster both the desire to learn and the desire to be a good person. All children and adolescents have a need to belong, and they are more likely to internalize the values and expectations of groups that meet this need. The daily life of classrooms, as well as all other parts of the school environment (e.g., the corridors, cafeteria, playground, and school bus), must be imbued with core values such as concern and respect for others, responsibility, kindness, and fairness.

5 To develop character, students need opportunities for moral action.

In the ethical as in the intellectual domain, students are constructive learners; they learn best by doing. To develop good character, they need many and varied opportunities to apply values such as responsibility and fairness in everyday interactions and discussions. By grappling with real-life challenges — how to divide the labor in a cooperative learning group, how to reach consensus in a class meeting, how to carry out a service learning project, how to reduce fights on the playground — students develop practical understanding of the requirements of fairness, cooperation, and respect. Through repeated moral experiences, students can also develop and practice the moral skills and behavioral habits that make up the action side of character.

6 Effective character education includes a meaningful and challenging academic curriculum that respects all learners and helps them succeed.

Character education and academic learning must not be conceived as separate spheres; rather there must be a strong, mutually supportive relationship. In a caring classroom and school where students feel liked and respected by their teachers and fellow students, students are more likely to work hard and achieve. Reciprocally, when students are enabled to succeed at the work of school, they are more likely to feel valued and cared about as persons.

Because students come to school with diverse skills, interests and needs, a curriculum that helps all students succeed will be one whose content and pedagogy are sophisticated enough to engage all learners. That means moving beyond a skill-and-drill, paper-and-pencil curriculum to one that is inherently interesting and meaningful for students. A character education school makes effective use of active teaching and learning methods such as cooperative learning, problem-solving approaches, experience-based projects, and the like. One of the most authentic ways to respect children is to respect the way they learn.

7. Character education should strive to develop students' intrinsic motivation.

As students develop good character, they develop a stronger inner commitment to doing what their moral judgment tells them is right. Schools, especially in their approach to discipline, should strive to develop this intrinsic commitment to core values. They should minimize reliance on extrinsic rewards and punishments that distract students' attention from the real reasons to behave responsibly: the rights and needs of self and others. Responses to rule-breaking should give students opportunities for restitution and foster the students' understanding of the rules and willingness to abide by them in the future.

Similarly, within the academic curriculum, intrinsic motivation should be fostered in every way possible. This can be done by helping students experience the challenge and interest of subject matter, the desire to work collaboratively with other students, and the fulfillment of making a positive difference in another person's life or in their school or community.

8. The school staff must become a learning and moral community in which all share responsibility for character education and attempt to adhere to the same core values that guide the education of students.

Three things need attention here. First, all school staff — teachers, administrators, counselors, coaches, secretaries, cafeteria workers, playground aides, bus drivers — must be involved in learning about, discussing, and taking ownership of the character education effort. All of these adults must model the core values in their own behavior and take advantage of the other opportunities they have to influence the character of the students with whom they come into contact.

Second, the same values and norms that govern the life of students must govern the collective life of the adult members of the school community. If students are to be treated as constructive learners, so must adults. They must have extended staff development and many opportunities to observe and then try out ways of integrating character education practices into their work with students. If students are given opportunities to work collaboratively and participate in decision-making that improves classrooms and school, so must adults. If a school's staff members do not experience mutual respect, fairness, and cooperation in their adult relationships, they are less likely to be committed to teaching those values to students.

Third, the school must find and protect time for staff reflection on moral matters. School staff, through faculty meetings and smaller support groups, should be regularly asking: What positive, character-building experiences is the school already *providing* for its students? What negative moral experiences (e.g., peer cruelty, student cheating, adult disrespect of students, littering of the grounds) is the school currently *failing to address*? And what important moral experiences (e.g., cooperative learning, school and community service, opportunities to learn about and interact with people from different racial, ethnic, and socioeconomic backgrounds) is the school now omitting? What school practices are at odds with its professed core values and desire to develop a caring school community? *Reflection of this nature is an indispensable condition for developing the moral life of a school.*

9. Character education requires moral leadership from both staff and students.

For character education to meet the criteria outlined thus far, there must be leaders (a principal, another administrator, a lead teacher) who champion the effort and, at least initially, a character education committee (or several such support groups, each focused on a particular aspect of the character effort) with responsibility for long-range planning and program implementation. Over time, the functions of this committee may be taken on by the school's regular governing bodies. Students should also be brought into roles of moral leadership through student government, peer conflict mediation programs, cross-age tutoring, and the like.

10

The school must recruit parents and community members as full partners in the character-building effort.

A school's character education mission statement should state explicitly what is true: Parents are the first and most important moral educators of their children. Next, the school should take pains at every stage to communicate with parents about the school's goals and activities regarding character development — and how families can help. To build trust between home and school, parents should be represented on the character leadership committee that does the planning, the school should actively reach out to “disconnected” subgroups of parents, and all parents need to be informed about — and have a chance to react and consent to — the school's proposed core values and how the school proposes to try to teach them. Finally, schools and families will enhance the effectiveness of their partnership if they recruit the help of the wider community — businesses, religious institutions, youth organizations, the government, and the media — in promoting the core ethical values.

11

1. Evaluation of character education should assess the character of the school, the school staff's functioning as character educators, and the extent to which students manifest good character.

Effective character education must include an effort to assess progress. Three broad kinds of outcomes merit attention:

- (a) The character of the school: To what extent is the school becoming a more caring community? This can be assessed, for example, with surveys that ask students to indicate the extent to which they agree with statements such as, “Students in this school [classroom] respect and care about each other,” and “This school [classroom] is like a family.”
- (b) The school staff's growth as character educators: To what extent have adult staff — teaching faculty, administrators, and support personnel — developed understandings of what they can do to foster character development? Personal commitment to doing so? Skills to carry it out? Consistent habits of acting upon their developing capacities as character educators?
- (c) Student character: To what extent do students manifest understanding of, commitment to, and action upon the core ethical values? Schools can, for example, gather data on various character-related behaviors: Has student attendance gone up? Fights and suspensions gone down? Vandalism declined? Drug incidents diminished?

Schools can also assess the three domains of character (knowing, feeling, and behaving) through anonymous questionnaires that measure student moral judgment (for example, “Is cheating on a test wrong?”), moral commitment (“Would you cheat if you were sure you wouldn't get caught?”) and self-reported moral behavior (“How many times have you cheated on a test or major assignment in the past year?”). Such questionnaires can be administered at the beginning of a school's character initiative to get a baseline and again at later points to assess progress.

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